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GENERAL

(incl. Statistics)

1561. **Ackerman, L. Health and hygiene; a comprehensive study of disease prevention and health promotion.** Lancaster: Jaques Cattell Press, 1943. Pp. xii + 895. $5.00.—The book, written for the layman, is divided into 10 parts and contains 38 chapters. The following are representative divisional headings: the evolution of health concepts and health practices, parasitism and hypersensitiveness, hygiene of the mouth, the hygiene of nutrition, hygiene of the emotions and the intellect, the hygiene of mating, and physical agents and their relations to health.—*M. H. Erickson* (Eloise Hospital).

1562. **Anderson, J. E. Freedom and constraint or potentiality and environment.** *Psychol. Bull.*, 1944, **41**, 1–29.—This is the presidential address for the 51st annual meeting of the American Psychological Association. The writer poses two problems: (1) What is the effect of environmental changes upon group and individual modes of living? (2) What is the effect of these changes upon the level with which individuals function within the new framework of equipment and skills? It is pertinent to inquire into the nature of the environment, particularly our conceptions of it, and to examine the methods by which it can be studied. Several principles, derived from two decades of study of child psychology, are presented to show the general characteristics of the human personality. The environment can be defined in terms of: (1) resources, (2) incentives, and (3) constraints. In order to study the environment and to bring it under control, it is necessary to consider the dimensions of environment. Four dimensions are discussed: (1) quality, (2) intensity, (3) consistency, and (4) pervasiveness. The implication of these principles in relation to the measurement of intelligence, motor skills, emotion, social skills, and special skills is also presented.—*S. Ross* (Hunter).

1563. **Anderson, R. H., & Ross, E. H. The membership personnel inquiry. Part I.** *News-Lett. Amer. Ass. psychiat. soc. Wkrs*, 1943, **13**, 21–25.—The report covers the preliminary results of a questionnaire answered by 418 members of AAPSW, conducted in 1942. Statistics cover age, sex, salary, education, and job distribution of members.—*W. S. Hunter* (Brown).

1564. **Andrews, H. A., & others. Bibliography of Franz Boas.** *Amer. Anthrop.*, 1943, **45**, No. 3, Part 2, 67–109.—*L. M. Hanks, Jr.* (Bennington).

1565. **[Anon.] Proceedings of the twentieth annual meeting of the American Orthopsychiatric Association, Inc., February 22–24, 1943.** *Amer. J. Orthopsychiat.*, 1943, **13**, 727–744.—*R. E. Perl* (New York City).

1566. **[Anon.] Barbara Burks.** *J. Hered.*, 1943, **34**, 354.—Portrait.—*G. C. Schwesinger* (American Museum of Natural History).

1567. **Averill, L. A. Introductory psychology.** New York: Macmillan, 1943. Pp. xi + 564. $2.20.—Written from the mental hygiene viewpoint, this text is designed to meet the needs of the secondary school which offers training in adjustment problems and personality development. Each of the 20 chapters is introduced by a brief preview, and the content is adapted to the capacity, experience, and interest of the high school student. Lists of questions, work exercises or experiments, and references selected generally from the great classics and contemporary literature company each chapter.—*R. C. Strassburger* (St. Joseph's College for Women).

1568. **Baxter, B. The problem of reliability in relation to factorial design.** *J. gen. Psychol.*, 1943, **29**, 157–161.—In a reaction time study employing factorial design, the analysis of variance was applied to 4 sets of data varying only in degree of stability. It was found that with the less reliable data effects may appear as significant, whereas more accurate measures show the observed differences to be due to chance.—*M. E. Holen* (Brown).

1569. **Benedict, R. Franz Boas as an ethnologist.** *Amer. Anthrop.*, 1943, **45**, No. 3, Part 2, 25–34.—Ethnology for Boas was a method leading to an understanding of the cultural aspects of man's mental life. Reacting against Bastian, Ratzel, and Tylor, Boas emphasized the uniqueness of cultures and the difficulty of formulating universal laws. Instead he was interested in problems of dissemination "of cultural dynamics, of integration of culture and of the interaction between individual and society."—*L. M. Hanks, Jr.* (Bennington).

1570. **Bentley, M. The theater of living in animal psychology.** *Amer. J. Psychol.*, 1944, **57**, 1–48.—This article is intended "to suggest and to support a realistic view of our Western psychology of the animals. . . ." A very brief summary and a critical evaluation of the history of thinking about animals are given. Bentley agrees with the objectivists in wanting to banish everything mental, but he refuses to banish any observable fact of organic functioning. Beyond the automatic behaviors (which were the focus of most of the behaviorists' work), description calls for something else. There are both tectonic (physiological) and inquisitive (psychological) functions; the former fashions and maintains the body; the latter fashions and maintains the theater of living. Operations of these two classes are listed; those tectonic functions of which the animal psychologist must take cognizance are the ones emphasized. Operations cannot be fairly understood without determining both their origins and their products. The content and structure of the theater of living are considered first for man (where it is most extended), then for animals. There follows a discussion of the

inquisitive resources of the nonhuman animal for constructing his world. The psychological significance of the digestive cycle is considered in its role as the foundation of all subsequently developed inquisitive functioning. Consideration of the evidence indicates the presence in lower animals of all three classes of inquisitive functioning (i.e., of pursuing, patterning, and resolving) and their products.—*D. E. Johannsen* (Skidmore).

1571. **Bergmann, G., & Spence, K. W. The logic of psychological measurement.** *Psychol. Rev.*, 1944, **51**, 1–24.—A methodological analysis of certain problems which arise in connection with psychophysical measurement is given. An attempt is made to discourage the use of terms such as 'intensive,' 'extensive,' and 'additive' when referring to scales in psychophysics. Measurement in psychophysics is set up as a "technique in its own right which one cannot without violence subsume under any of the customary classifications of physical measurement." Attention is directed to the awkwardness of the fact "that a field of research as significant as psychophysics has been disguised as a search for scales." In setting the psychophysical scales aside from physical measurement, no disparagement of these scales is intended.—*M. A. Tinker* (Minnesota).

1572. **Cronbach, L. J. On estimates of test reliability.** *J. educ. Psychol.*, 1943, **34**, 485–494.—The usual odd-even division of items to determine split-half reliability does not guarantee equivalence of these two parts of a test, and the Spearman-Brown formula is properly applicable only when the latter is the case. The Kuder-Richardson estimate, advanced as an alternative, is seriously conservative by an undeterminable amount. An unorthodox but recommended solution is the parallel-split method, by which the items of the two halves are deliberately devised so as to be similar in form, content, difficulty, and range of difficulty. This is advantageous because it is a unique split, the half-tests are comparable, the halves are representative of the whole, and the procedure requires little more labor than the odd-even or the random-split method. —*E. B. Mallory* (Wellesley).

1573. **Festinger, L. A statistical test for means of samples from skew populations.** *Psychometrika*, 1943, **8**, 205–210.—This paper presents a test for determining significance of differences between means of samples which are drawn from positively skewed populations, more specifically, those having a Pearson Type III distribution function. The quantity $2npx_s/x_p$ (where p equals the mean squared divided by the variance and n is the number of cases in the sample), which distributes itself as Chi Square for $2np$ degrees of freedom, may be referred to the tables of Chi Square for testing hypotheses about the value of the true mean. For two independent samples, the larger mean divided by the smaller mean, which distributes itself as F for $2n_1p_1$ and $2n_2p_2$ degrees of freedom, may be referred to the F distribution tables for testing significance of difference between means. The test assumes that the range of possible scores is from zero to infinity. When a lower theoretical score limit (c) exists which is not zero, the quantity (Mean $-$ c) should be used instead of the mean in all calculations.—(Courtesy *Psychometrika*).

1574. **Fischer, R. P. Schilder's *Mind: perception and thought* and *Goals and desires of man.*** *Psychol. Bull.*, 1944, **41**, 30–40.—The writer presents abstracts and interpretations of the last two published books of Paul Schilder (see **16**: 3408; **17**: 15). An attempt is made to evaluate these in terms of existing psychological theory. The major points of Schilder's system, the relationship of this system to academic and theoretical psychology, and its probable place in psychological thought are discussed.—*S. Ross* (Hunter).

1575. **Fisher, M. B. A note on the "exact" and "inexact" sciences.** *J. gen. Psychol.*, 1943, **29**, 153–154.—When we deal with individuals, whether they be humans or electrons, measured characteristics will appear to be more unstable than those of aggregates. "Any comparison of the fields of science on the basis of accuracy which fails to take this into account is to that extent fallacious."—*M. E. Holen* (Brown).

1576. **Foley, J. P., Jr. The early history of the psychology department at The George Washington University.** *J. gen. Psychol.*, 1943, **29**, 145–152.—*M. E. Holen* (Brown).

1577. **Gumbel, E. J. Simple tests for given hypotheses.** *Biometrika*, 1941–1942, **32**, 317–333.—A general procedure is outlined for testing alternative statistical hypotheses involving computation of equally precise constants, calculation of probabilities and control curves, and application of chi-square and entropy tests.—*L. S. Kogan* (Rochester).

1578. **Gundlach, R. H. The 1943 meetings of the Bay-Area Division of the Western Psychological Association.** *Amer. J. Psychol.*, 1944, **57**, 96.—*D. E. Johannsen* (Skidmore).

1579. **Harms, E. Ira S. Wile.** *Nerv. Child*, 1943, **3**, 3–4.—Obituary.—*G. S. Speer* (Central YMCA College).

1580. **Herskovits, M. J. Franz Boas as physical anthropologist.** *Amer. Anthrop.*, 1943, **45**, No. 3, Part 2, 39–51.—In physical anthropology Boas contributed to a knowledge of bodily changes during the life span, of race with particular reference to factors producing local types, and of the effects on specific morphological traits of various social conditions. In all these studies great emphasis lay on the social setting of his problem.—*L. M. Hanks, Jr.* (Bennington).

1581. **Hollingworth, H. L. Leta Stetter Hollingworth; a biography.** Lincoln, Neb.: University of Nebraska Press, 1943. Pp. vii + 204. $2.75.—The account of Mrs. Hollingworth's childhood and youth is derived largely from personal correspondence. Other topics discussed include: her personality, interests, and education; her work in clinical psychology with both defectives and gifted children; her research on sex differences and the alleged inferiority of women; her work at Columbia University Teachers College as instructor, assistant, associate, and full professor; various appointments in clinics, establishment of Guidance Laboratory at Columbia, educational experiments in New York at Public School 192 on learning of spelling, at

Public School 165 on gifted children and suitable curricula, and at Speyer school (P. S. 500), established to investigate the education of slow and rapid learners; her inspection of European school systems; her honorary LL.D.; and the Conference on the Education of the Gifted, held in her honor. Bibliographies include 26 titles of dissertations sponsored by Mrs. Hollingworth, 9 books and 82 articles written by her.—*L. Birdsall* (College Entrance Examination Board).

1582. **Jackson, D. E. The recording of lung contractions by a pulley and lever method.** *J. Lab. clin. Med.*, 1943, **28**, 1876–1882.—Most methods for recording lung contractions are too complicated or time-consuming for class experiments. Jackson describes a simple method, the essentials of which are as follows: in the opened chest (artificial respiration machine used) a string is stitched to the tip of one lobe, passed over a pulley and thence to a second pulley. The distal end of the string is attached to a writing lever. The normal innervation and circulation of the lungs are kept intact. Some results obtained by nerve stimulation and the administration of certain common drugs are described.—*M. E. Morse* (Baltimore, Md.).

1583. **Jenkins, J. G., Eurich, A. C., & Murphy, L. B. Psychology—in the war and after (V).** *Jr Coll. J.*, 1944, **14**, 200–203.—The varied duties of psychologists in naval aviation are described by Jenkins. Eurich describes the activities of psychologists in the Navy, aside from naval aviation. Murphy very briefly comments on children in wartime.—*G. S. Speer* (Central YMCA College).

1584. **Johnson, A. H. Some notes on: The psychology of Alfred North Whitehead.** *Bull. Canad. psychol. Ass.*, 1943, **3**, 53–55.—"Whitehead calls psychologists to the examination of a wide range of experience. He stresses the importance of 'vague' elements in experience. His analysis of the 'subject' involves primarily 'affective' and 'purposive' terms. There is constant stress on interrelatedness. Whitehead's comments on thinking emphasize the importance of both theoretical and practical activity. He recognizes the significance of language as a basic component of the mental life of human beings."—*F. W. Finger* (Virginia).

1585. **Johnson, H. M. Multiple contingency versus multiple correlation; an old time-saving way of handling multiple contingency.** *Amer. J. Psychol.*, 1944, **57**, 49–62.—The author describes the procedure of using multiple contingency instead of multiple correlation when there are many testing traits and one trait to be tested. The advantages of the contingency procedure are: (1) much less labor in computation is involved; (2) since the proportion of those passing in each test-class is determined, it is very simple to determine which classes are worth surveying; (3) fewer special assumptions are involved; and (4) the method permits one to determine almost at a glance exactly how an individual's score was derived. It is, however, not recommended that this method should replace the multiple correlation method, since it has not yet been proved that they are interchangeable, but because of the advantages given it would seem well to use them concurrently.—*D. E. Johannsen* (Skidmore).

1586. **Jones, T. D. An instrument for the study of composition and design and for the investigation of light and color.** *Amer. J. Psychol.*, 1944, **57**, 87–92.—It is pointed out that the relationships of color are best appreciated when colored lights instead of pigment are used. The instrument here described permits rapid adjustment of light-and-shadow patterns, as well as the demonstration of contrast, color-mixture, etc. It is intended especially for use by the art teacher in analyzing composition and design, but it is also useful for the routine psychological and physical demonstrations.—*D. E. Johannsen* (Skidmore).

1587. **Jurgensen, C. E. A nomograph for rapid determination of medians.** *Psychometrika*, 1943, **8**, 265–268.—Directions are given for constructing a very simple nomograph for computing medians, which is entered with information from the cumulative frequency distribution. It gives a linear interpolation within the class interval containing the median.—(Courtesy *Psychometrika*).

1588. **Kellaway, P., & Brighouse, G. A simplified oscillator suitable for auditory research and audiometry.** *J. exp. Psychol.*, 1943, **33**, 514–516.—An inexpensive, easily maintained audio-oscillator, possessing high accuracy and dependability, is described. Its chief characteristics are: a frequency range from 15 to 65,000 c.p.s., stability of less than plus or minus 0.2% drift at 100 c.p.s., and calibration in decibel units.—*M. J. Zigler* (Wellesley).

1589. **Kendall, M. G. Partial rank correlation.** *Biometrika*, 1941–1942, **32**, 277–283.—The author discusses the rationale and application of a statistic designed to eliminate the variation of a third variable in a rank correlation.—*L. S. Kogan* (Rochester).

1590. **Kroeber, A. L. Franz Boas: the man.** *Amer. Anthrop.*, 1943, **45**, No. 3, Part 2, 5–26.—Obituary and appreciation; portrait.—*L. M. Hanks, Jr.* (Bennington).

1591. **Lierle, D. M. Program for Committee on the Conservation of Hearing of the American Academy of Ophthalmology and Otolaryngology.** *J. Speech Disorders*, 1943, **8**, 243–246.—The purposes of the committee are stated, and an outline of some of the problems which need investigation is presented.—*C. V. Hudgins* (Harvard).

1592. **Linton, R. Estudio del hombre.** (The study of man.) (Trans. by D. F. Rubín de la Borbolla.) Mexico: 1942. Pp. 562.—See **11**: 3343.

1593. **Merrington, M. Table of percentage points of the *t*-distribution.** *Biometrika*, 1941–1942, **32**, 300.—An increased number of levels over tables now available is presented.—*L. S. Kogan* (Rochester).

1594. **M[oulton], F. R. Anton Julius Carlson.** *Sci. Mon., N. Y.*, 1944, **58**, 165–168.—Portrait.—*E. Girden* (Brooklyn).

1595. **Neyman, J. Fiducial argument and the theory of confidence intervals.** *Biometrika*, 1941–1942, **32**, 128–150.—A discussion is presented of the differences in the basic concepts of fiducial probability and confidence intervals with emphasis on the restrictions and logical imperfections of the former.—*L. S. Kogan* (Rochester).

1596. **Peters, R. A., & Rossiter, R. J. Experimental thermal burns, especially the moderate temperature burn.** *Quart. J. exp. Physiol. cognate med. Sci.*, 1943, **32**, 67–86.—An apparatus is described which is capable of applying temperatures from 45°–80° C. to the skin. Guinea pigs and rats were used as subjects. The macroscopic and microscopic changes of the skin due to burns of varying temperatures and durations are described. Temperatures of 50°–55° C. applied for one minute and over produce permanent and irreversible damage.—*L. C. Mead* (Tufts).

1597. **Pressey, S. L., & Robinson, F. P. Psychology and the new education.** (Rev. ed.). New York: Harper, 1944. Pp. xxv + 654. $3.00.—This is a thorough revision with the addition of much new material (see 7: 5524). Although the point of view is essentially the same as in the 1933 edition, some changes occur, such as in the discussion of emotion. The first major section of the text is concerned with development through the first 20 years of life. Included are discussions of physical changes, health, abilities, interests, emotions, social reactions, and attitudes. Special attention is given to problems of adolescent social development and to the individual child. The second part deals with the guidance and fostering of learning. Sections of the discussion are devoted to such things as the course of learning, control of learning, appraisal, hygiene of work, permanence of schooling, and transfer. Although emphasis is upon the effects of total environment, certain contributions of original nature are evaluated, especially with reference to growth patterns and intelligence. All data cited are from observation and experiments with human subjects.—*M. A. Tinker* (Minnesota).

1598. **Reichard, G. A. Franz Boas and folklore.** *Amer. Anthrop.*, 1943, **45**, No. 3, Part 2, 52–57.—Chief among Boas's contributions are his linguistic texts of Eskimo and northwest Pacific coast myths. These were presented with extreme care for details but without theoretical elaboration. These texts were considered parts of the culture and should be treated in the context of the total culture.—*L. M. Hanks, Jr.* (Bennington).

1599. **Sargent, S. S. The basic teachings of the great psychologists.** New York: New Home Library, 1944. Pp. xiv + 346. $0.69.—This book introduces the lay reader to the whole field of psychology. It uses very few technical terms and stresses the men who made significant contributions to the field. The 20 chapter headings are: the science of psychology; intelligence and intelligence testing; measuring special abilities; feeble-mindedness and genius; effect of heredity and environment on the individual; individual development; physiological bases of behavior; motivation; emotions; measuring personality; how personality develops; mental disease; conflict and the unconscious; learning, remembering and forgetting; perceiving; thinking; imagery, imagination, and dreams; man's social behavior; and psychology in everyday living. An appendix contains 250 short biographical sketches of psychologists.—*H. Schlosberg* (Brown).

1600. **Smith, E. L. American doctorates in psychology.** *Amer. J. Psychol.*, 1944, **57**, 94–96.—A summary is given of the Ph.D. degrees granted by different universities in psychology, 1934–1942.—*D. E. Johannsen* (Skidmore).

1601. **Thompson, C. M. Tables of percentage points of the incomplete beta-function.** *Biometrika*, 1941–1942, **32**, 151–181.—*L. S. Kogan* (Rochester).

1602. **Thompson, C. M. Table of percentage points of the χ^2 distribution.** *Biometrika*, 1941–1942, **32**, 187–191.—This table elaborates on Fisher's table at the extreme P levels and extends the range of degrees of freedom up to 100.—*L. S. Kogan* (Rochester).

1603. **Thornton, G. R. The significance of rank difference coefficients of correlation.** *Psychometrika*, 1943, **8**, 211–222.—The coefficients of rank difference correlation that are barely significant at six different levels of significance are given for N's of 2 to 30. Most of the values were obtained by translation of Olds' tables of probabilities for various values of Σd^2. Comparison of these data with those obtained by four other methods indicates that one method yields values more appropriate than those obtained from Olds' data for coefficients significant at the .01 level for N's from 11 to 25. This method also provides a convenient means of obtaining approximate values of coefficients significant at the .01 level for N's above 30. Need for caution in evaluating the significance of coefficients obtained from data involving tie rankings is indicated. The article concludes with recommendations as to choice of methods of determining the significance of rank difference coefficients.—(Courtesy *Psychometrika*).

1604. **Ulett, G. A., & Claussen, F. B. A spring-pressure-contact electrode for use in electroencephalographic recording.** *Science*, 1944, **99**, 85–86.—A detailed description is given of the construction and application of a contact electrode and holder which has the following advantages: it (1) substantially lessens the time required for electrode application; (2) obviates the necessity for long practice in electrode application; (3) dispenses with the collodion so often objectionable to the patient, and (4) aids in the comparison of EEG records from patient to patient by permitting a more uniform electrode placement.—*F. A. Mote* (Connecticut).

1605. **Valentine, W. L., & Anderson, J. E. Chart of the proposed APA reorganization.** *Psychol. Bull.*, 1944, **41**, 43.—A chart is presented showing the schema for the proposed reorganization of the American Psychological Association.—*S. Ross* (Hunter).

1606. **Waugh, A. E. Laboratory manual and problems for elements of statistical method.** (2d ed.) New York: McGraw-Hill, 1944. Pp. xiv + 216. $1.50.—This manual and teaching guide contains 33 tables and descriptions of their uses, a list of 131 statistical formulas, and a section of exercises on the various topics in statistics. As many as 66 exercises are included under one topic. The author has presented the large number of exercises with a view toward providing "the teacher with illustrative lecture material and with several alternative sets of laboratory problems." A considerable number of discussion or thought questions have been included along with the calculation exercises for the following reason: "Many of the difficulties faced by the beginning student in statistics . . . are not numerical.

. . . The student has to learn, not only what to do, but why to do it and how to interpret the results."—*T. G. Andrews* (Barnard).

1607. **Wherry, R. J., & Gaylord, R. H. The concept of test and item reliability in relation to factor pattern.** *Psychometrika*, 1943, **8**, 247–264.—It is shown that approaches other than the internal consistency method of estimating test reliability are either less satisfactory or lead to the same general results. The commonly attendant assumption of a single factor throughout the test items is challenged, however. The consideration of a test made up of K sub-tests each composed of a different orthogonal factor disclosed that the assumption of a single factor produced an erroneous estimate of reliability with a ratio of $(n - K)/(n - 1)$ to the correct estimate. Special difficulties arising from this error in application of current techniques to short tests or to test batteries are discussed. Application of this same multi-factor concept to item-analysis discloses similar difficulties in that field. The item-test coefficient approaches $\sqrt{1/K}$ as an upper limit rather than 1.00 and approaches $\sqrt{1/n}$ as a lower limit rather than .00. This latter finding accounts for an over-estimation error in the Kuder-Richardson formula (8). A new method of isolating sub-tests based upon the item-test coefficient is proposed and tentatively outlined. Either this new method or a complete factor analysis is regarded as the only proper approach to the problem of test reliability, and the item-*sub-test* coefficient is similarly recommended as the proper approach for item analysis.—(Courtesy *Psychometrika*).

[See also abstracts 1696, 1697, 1732, 1818.]

NERVOUS SYSTEM

1608. **Brenner, C. Injuries to peripheral nerves; a review of recent literature.** *War Med., Chicago*, 1944, **5**, 21–35.—*M. E. Morse* (Baltimore, Md.).

1609. **Grenell, R. G., & Scammon, R. E. An iconometrographic representation of the growth of the central nervous system in man.** *J. comp. Neurol.*, 1943, **79**, 329–354.—By means of conventionalized images, such as prisms and spheres, the authors pictorially represent the growth of the main subdivisions of the central nervous system and of the white and gray matter in man from early embryonal to adult age.—*C. P. Stone* (Stanford).

1610. **Learmonth, J. R., & Richards, R. L. Note on the spinal origin of vasoconstrictor fibres to the arm in man.** *Quart. J. exp. Physiol. cognate med. Sci.*, 1943, **32**, 87–88.—A patient whose anterior spinal roots were divided from the fifth cervical to the second thoracic segments was found to exhibit normal reflex vasomotor responses in the arm following temperature stimulation.—*L. C. Mead* (Tufts).

1611. **Lidbeck, W. L. Pathologic changes in the brain after electric shock; an experimental study on dogs.** *J. Neuropath. exp. Neurol.*, 1944, **3**, 81–86.

1612. **Lloyd, D. P. Functional organization of the spinal cord.** *Physiol. Rev.*, 1944, **24**, 1–17.—During the last decade the experimental approach to spinal cord function has turned to direct study, by electronic methods, of the cord itself and its peripheral nerve paths, the basic properties of neurons and synaptic regions, and the functional architecture of the spinal mechanism when played upon by systems of reflex and higher control. These studies owe their success to precise timing and exact localization. The topics here reviewed are: synaptic and nuclear delay; the local spinal mechanism; constitution of afferent nerves; myotatic and flexor reflexes; extensor thrust and reflexes of crossed extension; activity in long spinal reflex paths; ascending projection systems; alpha fiber systems and postural control; inhibition; and the role of extrasynaptic influences in nervous organization. Most of the information on functional organization concerns systems consisting of long neurons having axons of fairly high conduction velocity. This is largely due to the technical difficulties of exploring the finer fiber systems and regions populated with small cells. Factual treatment of problems of direct inhibition is a prerequisite for adequate description of functional organization and understanding of the means by which the spinal mechanism is fractionated by systems of reflex and higher control.—*M. E. Morse* (Baltimore, Md.).

1613. **O'Leary, J. L., & Bishop, G. H. Analysis of potential sources in the optic lobe of duck and goose.** *J. cell. comp. Physiol.*, 1943, **22**, 73–87.

1614. **Power, M. E. The effect of reduction in numbers of ommatidia upon the brain of *Drosophila melanogaster*.** *J. exp. Zool.*, 1943, **94**, 33–68.

1615. **Schoepfle, G. M. Accommodation in single fibers.** *J. cell. comp. Physiol.*, 1943, **21**, 161–168.—"Accommodation, or rise of threshold, to an exponentially rising current was investigated in single fibers of the green frog peroneal nerve. Response times were recorded on the cathode ray oscillograph in order that actual threshold voltages could be determined. In some preparations the threshold remained essentially constant as rate of voltage rise was decreased. Other fibers, however, exhibited appreciable accommodation. Conditions were such that responses occurred during the early phase of voltage rise which is practically linear. In all cases a minimal gradient was found to exist below which responses failed to occur. Current duration was such that the final voltage attained was well above the highest observed threshold."—*F. A. Beach* (American Museum of Natural History).

1616. **Studnitz, G. v., & Kosaroff, G. Untersuchungen über die Natur des Nerveneinflusses auf die retino-motorischen Erscheinungen.** (Studies of the nature of neural influences on retinal movements.) *Z. vergl. Physiol.*, 1942, **29**, 418–432.—See *Biol. Abstr.* **18**: 4495.

[See also abstracts 1604, 1634, 1651, 1657, 1659, 1664, 1673, 1675, 1678, 1681, 1691, 1706, 1728, 1754.]

RECEPTIVE AND PERCEPTUAL PROCESSES

1617. **Arey, L. B., & Jennings, W. K. The effect of darkness and temperature on the retinal pigment and visual cells of the frog's eye when transferred into the belly cavity.** *J. comp. Neurol.*, 1943, **79**, 487–499.—The eyeballs of light-adapted frogs were transferred to the abdominal cavity where the sur-

rounding fluids would provide more normal physiological conditions for cell functions than those afforded by artificial media. Under these conditions, in darkness afforded by the belly wall, the retinal pigment contracted partially and in the manner of the normally situated eyes of dark-adapted animals. This result is contrasted with failures when excised eyes have been transferred to artificial media. In these experiments room temperatures were varied. Cold was found more conducive to expansion of the retinal pigment than the higher temperatures. The effects of thermal influences on the positions of rods and cones was studied but conclusions cannot be drawn from the data at hand.—*C. P. Stone* (Stanford).

1618. **Bunch, C. C. Clinical audiometry.** St. Louis: Mosby, 1943. Pp. 186. $4.00.—"An attempt has been made to set forth the technics, suggestions, and recommendations which have evolved from years of research and study. . . . This text is presented with the belief that it may prove helpful in a practical way in furthering the study of deafness." The first chapter covers the history of audiometry and the methods in use before the development of the modern audiometer. Chapters 2, 3, and 4 describe the audiometric technics of testing and the essential advantages of soundproof rooms. Chapters 5 and 6 are devoted to descriptions of types of deafness. Chapter 7 discusses the uses of the audiometer in selecting hearing aids, and 8, the use of residual hearing. Finally, there is a chapter devoted to the development of the modern audiometer. An appendix gives tentative standard procedures for evaluating the percentage of useful hearing loss in medicolegal cases. The book contains 74 illustrations and a list of 114 references.—*C. V. Hudgins* (Harvard).

1619. **Burton, E. W. Progressive myopia: a possible etiologic factor.** *Trans. Amer. ophthal. Soc.*, 1942, **40**, 340–354.

1620. **Carhart, R., & Peterson, G. A selected bibliography on hearing and deafness.** *J. Speech Disorders*, 1943, **8**, 254–256.—The Committee on Rehabilitation of the American Speech Correction Association submits an annotated bibliography of twenty items surveying hearing tests, the evaluation of hearing losses, hearing aids, and war damages to hearing.—*C. V. Hudgins* (Harvard).

1621. **Coyne, J. W., King, H. E., Zubin, J., & Landis, C. Accuracy of recognition of subliminal auditory stimuli.** *J. exp. Psychol.*, 1943, **33**, 508–513.—After thresholds had been determined for each of three tones (256, 1024, 4096 c.p.s.), these frequencies were presented to the 63 subjects at 3 levels of intensity below the threshold (10, 15, 20 db.) in order to determine (1) whether subliminal tones can be recognized better than chance considerations permit, and (2) whether accuracy of recognition is greater when the tone is presented at a smaller than at a greater level below threshold. Determinations were made in a sound-deadened room both under quiet conditions and with a sound screen of 67 db., produced by compressed air escaping through a pipette opening. The average accuracy of report was 42% for quiet conditions and 38% during the sound screen, indicating a recognition somewhat better than chance (33⅓%). A positive relationship was found to exist between accuracy of recognition and level of intensity at which the subliminal tones were given for observation under quiet conditions, but not for observations made through the sound screen.—*M. J. Zigler* (Wellesley).

1622. **Craik, K. J. W. Physiology of colour vision.** *Nature, Lond.*, 1943, **151**, 727.—This a reply to Willmer's article (see **18**: 1646) which stated that the impossibility of obtaining greens and yellows by mixtures of extreme red and blue might be due to the impossibility of obtaining high enough intensities to evoke a yellow sensation or a green sensation. An experiment is cited which demonstrates that a match with yellow or green was impossible when red and blue were used within the photopic/scotopic ratios covering the regions stated in Willmer's theory. Lack of adequate brightness was not the limiting factor to this failure of matching. Objection is taken, also, to Willmer's theory of the production of white sensation.—*R. L. Solomon* (Brown).

1623. **Dichman, B., Preston, B., & Mull, H. K. Distance judgments in bright and in dim light.** *Amer. J. Psychol.*, 1944, **57**, 83–84.—The problem of the present study was to determine whether dimout conditions interfere with ordinary visual estimations of distance. Thirty college students served as *S*s. Two gray cardboard disks, 8 cm. in diameter, were equated for distance by the Method of Average Error. Bright illumination was produced by a 150-watt daylight bulb; dim illumination, by a 7½-watt red bulb dimmed with cheesecloth. There were 25 trials for each condition on each of two experimental days. The average error for all *S*s under bright illumination was 1.71 cm.; for dim, 2.57 cm. Though the difference between these averages is not statistically reliable, 26 *S*s showed 67% more error in dim light. The other 4 *S*s showed 35% more error in bright light.—*D. E. Johannsen* (Skidmore).

1624. **Goldman, H. Stiles-Crawford-Effekt.** (Stiles-Crawford effect.) *Ophthalmologica*, 1942, **103**, 225–229.—See *Biol. Abstr.* **18**: 2528.

1625. **Hartridge, H. Physiology of colour vision.** *Nature, Lond.*, 1943, **152**, 190–191.—According to Willmer's theory of color vision, strong stimulation of the rods and cones simultaneously would cause an appreciation of green, yellow, or orange, while weak stimulation of those receptors should result in the perception of violet, mauve, or crimson. An experiment is conducted which violates this deduction.—*R. L. Solomon* (Brown).

1626. **Henderson, N. Binocular focusing on a repeating pattern.** *Nature, Lond.*, 1943, **152**, 726.—Brewster once reported that parts of a repeating pattern could be focused binocularly, so that images of different units of the pattern would fall on corresponding points on the two retinae. Paget later found that convergence on this repeating pattern would cause the pattern to move toward the point of convergence, the units then appearing smaller. The experiment is repeated with carefully controlled means of measuring where the pattern falls when convergence takes place. The conclusion is that

fine stereoscopic discrimination depends upon small changes of convergence.—*R. L. Solomon* (Brown).

1627. **Hess, W. R. Induzierte Störungen der optischen Wahrnehmung.** (Induced disturbances of optical perception.) *Nervenarzt*, 1943, **16**, 57–66.—See *Biol. Abstr.* **18**: 4512.

1628. **Holbourn, A. H. S. Physiology of colour vision.** *Nature, Lond.*, 1943, **152**, 190.—A criticism of Willmer's theory of color vision (see **18**: 1645; 1646) is offered. It is pointed out that any workable color theory must have three independent variables, while Willmer's theory has only two.—*R. L. Solomon* (Brown).

1629. **Howard, J. C. Hearing—a post-war problem.** *Ann. Otol., etc., St Louis*, 1943, **52**, 843–849.—"Audiometric readings were taken on a group of individuals who have been in the ground services six months or more and in an age group where there is normally little impairment of hearing. All of the subjects were withdrawn from civil life by either selective service or voluntary enlistment, and the majority plan to leave the armed services at the close of the war. The effect of trauma to the hearing apparatus and the methods by which it takes place are discussed and typical audiograms are presented. The effect of massive doses of quinine on an already impaired perceptive system is mentioned. Post-war legal aspects are discussed."—*C. K. Trueblood* (Cambridge, Mass.).

1630. **Jahn, T. L., & Wulff, V. J. Effect of temperature upon the retinal action potential.** *J. cell. comp. Physiol.*, 1943, **21**, 41–51.

1631. **Jeffress, L. A. Variations in pitch.** *Amer. J. Psychol.*, 1944, **57**, 63–76.—The present study was concerned with changes in pitch differences with time. Three trained subjects were used. The standard tone of 397, 200, 400, or 1000 c.p.s. was presented by an oscillator alternately to the right and to the left ear. The subject adjusted a variable oscillator so as to produce the same pitch in the other ear. It was found that there was significant variability in the diplacusis from day to day. These variations were irregular and showed no agreement in direction or in size for distant frequencies, but showed great agreement for frequencies close together. Diathermy treatment of one ear produced no consistent shift in the pitch differences. These data are considered theoretically, and it is concluded that they support a place theory of audition.—*D. E. Johannsen* (Skidmore).

1632. **Johnson, C., Saunders, M., & Mull, H. K. The effect of a carrot diet on near-sightedness.** *Amer. J. Psychol.*, 1944, **57**, 84–86.—Thirty-one nearsighted faculty members and students acted as *Ss* in this experiment whose purpose was to determine the effect of carotene on myopia. Visual acuity was measured twice for each eye separately, by determining how many symbols *S* could read of the Snellen and American Optical Company charts at 'working' distance, i.e., distance at which the first two lines could be read clearly. The maximal distance at which an ordinary printed page could be read was also determined. The *Ss* then ate 6 oz. of carrots per day for 34 days. Just before the end of this period the tests were repeated. The results showed that 53 out of 62 eyes gained an average of 15.6 items on the charts, 7 lost an average of 2.4 items, 2 showed no change. In maximal reading distance, 44 eyes gained an average of 6.9 cm., 14 lost an average of 1.7 cm., 4 showed no change.—*D. E. Johannsen* (Skidmore).

1633. **Kabat, C. A family history of deafness.** *J. Hered.*, 1943, **34**, 377–378.—A single autosomal dominant gene substitution is offered as a satisfactory explanation for the occurrence of 19 cases of otosclerotic deafness in the course of four generations within one family. Two tables, showing variable ages of onset, sex, present age, and pedigree number of the afflicted cases, and a pedigree chart accompany the article.—*G. C. Schwesinger* (American Museum of Natural History).

1634. **Kekcheyev, K. Expediting visual adaptation to darkness.** *Nature, Lond.*, 1943, **151**, 617–618.—The importance of this problem in wartime is stressed. The theory that dark adaptation is influenced by the vegetative nervous system is discussed. Evidence in support of such a theory consists of experiments showing shortened adaptation time after tasting sugar or after light muscular exercise. The mediation of such a phenomenon is thought to be a sensory vegetative reflex by which the functional state of the retina is changed.—*R. L. Solomon* (Brown).

1635. **King, A. R. Tunnel vision.** *Quart. J. Stud. Alcohol*, 1943, **4**, 362–367.—Careful tests on 5 subjects, who drank 30 to 75 cc. of absolute alcohol on an empty stomach, showed no tendency for blotting out of sensitivity of the retina to visual stimuli on the periphery. It is therefore suggested that tunnel vision is only an inappropriate figure of speech when used in discussions of the effects of alcohol. Tests on the same subjects with the same amounts of alcohol showed a slowing of reaction time in adjusting vision from far to near objects.—*W. L. Wilkins* (U. S. Naval Reserve).

1636. **Master, J. D. Physical aspects of violin tone.** *Music Educators J.*, 1943, **29**, No. 5, 22–23.—A discussion is presented of the elements of correct bowing with special emphasis on timbre. An analysis of the overtone spectra of the author's own violin is given for illustrative purposes.—*P. R. Farnsworth* (Stanford).

1637. **Ochoa Fernandez, G. Estudio acústico de los ruidos de percusión.** (Acoustical study of percussion noise.) *Medicina, Méx.*, 1943, **23**, 414–417.

1638. **Pepinsky, A. Contributions of science to an appreciation of music.** *Proc. Music Teach. nat. Ass.*, 1943, 94–112.—Starting with an historical review of the theories of consonance and dissonance, the author proceeds to a discussion of the phenomena of timbre, phase, and instrumental masking.—*P. R. Farnsworth* (Stanford).

1639. **Pirenne, M. H. Binocular and uniocular threshold of vision.** *Nature, Lond.*, 1943, **152**, 698–699.—Due to the quantal character of light, at low intensities the actual physical stimulation will vary randomly from trial to trial. Variations in the sensitivity of the organism also take place, but the physical fluctuations dominate the situation. Such statements refer only to the uniocular threshold. It is know that the binocular threshold is slightly

lower than the uniocular. It is possible that this difference is due only to the increased probability of receiving a stimulus of adequate intensity. Experiments are described which tend to substantiate this theory, as well as to rule out the possibility of complete physiological summation in binocular threshold determinations.—*R. L. Solomon* (Brown).

1640. **Ross, R. T. The fusion frequency in different areas of the visual field: IV. Fusion frequency as a function of the light-dark ratio.** *J. gen. Psychol.*, 1943, **29**, 129–144.—Fusion frequencies were measured at the fovea and at 5, 10, and 20° along the temporal retinal meridian at 6 fixed levels of flash brightness for 9 values of the light-ratio (0.1 to 0.9) with a 40′ test-patch viewed monocularly against dark surrounds. Maximum fusion frequency was found to be a function of the flash brightness such that the maximum foveal fusion frequency occurs at low values of the light-ratio for high flash brightness and approaches a light ratio of 0.5 with decreasing flash brightness; in the periphery this relationship is reversed. The relationship was not symmetrical, showing lower fusion frequencies for light-ratios higher than 0.5 than for light-ratios correspondingly lower. Fusion frequencies obtained can be calculated from other data, assuming fused brightness and light-ratio to be independent variables each affecting the fusion frequency in a characteristic manner.—*M. E. Holen* (Brown).

1641. **Senturia, B. H., Silverman, S. R., & Harrison, C. E. A hearing aid clinic.** *J. Speech Disorders*, 1943, **8**, 215–226.—See **17**: 3021.

1642. **Vastine, M. F. A correlation between vestibular function and hearing in the profoundly deaf child.** *Arch. Otolaryng., Chicago*, 1944, **39**, 164–171.—"A correlation of the results of vestibular tests and audiometric studies done on 408 ears in 208 pupils at the Pennsylvania School for the Deaf yields the following observations: Complete loss of vestibular function is a comparatively rare finding in profoundly deaf young persons, some degree of vestibular activity being noted in 81 per cent of the cases. Function was normal in 24 per cent and subnormal in 57 per cent. In general, decreases in activity in the static labyrinth may be said to parallel decrease in activity in the acoustic labyrinth. . . . Over 50 per cent of the ears with normally functioning static labyrinths responded to the first five audiometric frequencies but not to the two highest ones; more than half the ears with hypofunctioning labyrinths reacted to the first four frequencies and not to the last three; the majority of the ears with inert static labyrinths gave response to the first two frequencies but not to the last five. . . ." Other observations are reported.—*C. K. Trueblood* (Cambridge, Mass.).

1643. **West, R. Group-testing of hearing.** *J. Speech Disorders*, 1943, **8**, 279–283.—"An efficient group screening test consists of any testing technique that, with the least expenditure of testing time, discovers in the group under survey all who are deaf or hard of hearing." Purposes of hearing surveys may be premedical, pre-educational, or both. The type of test used will depend upon the purpose of the survey. The premedical survey, which seeks to discover children in need of medical care, makes use of a "sweep test" with individual audiometer, and a "phonograph test" using recordings of pure tones. The pre-educational test, which seeks to discover children in need of special educational methods, makes use of phonographic recordings of sentences, words, and numbers. Suggestions and precautions for administering and scoring the tests are given.—*C. V. Hudgins* (Harvard).

1644. **Westlake, H. The reality of the zero reference line for pure tone testing.** *J. Speech Disorders*, 1943, **8**, 285–288.—An experiment is described in which 100 normal subjects, when tested by two different methods using the same audiometers, show relatively wide differences in "normal" threshold. The author discusses the questions raised by the experiment.—*C. V. Hudgins* (Harvard).

1645. **Willmer, E. N. Observations on the physiology of colour vision.** *Nature, Lond.*, 1943, **151**, 213–215.—The appreciation of color must depend upon the presence in the retina of at least two elements of unequal sensitivity for any given wavelength. This opens up two possibilities for theorizing: we may assume that color vision is entirely mediated by cones; or we may assume that both rods and cones are necessary. The first theory requires that there be two types of cones, while the second does not. Histological evidence does not favor the first view. If we assume that visibility curves are response curves, indicating a characteristic ratio of impulses for any wavelength, we have the basis for a rod-cone color theory. Experimental data are offered in support of this theory.—*R. L. Solomon* (Brown).

1646. **Willmer, E. N. Physiology of colour vision.** *Nature, Lond.*, 1943, **151**, 632–635.—In a previous article in *Nature* the author proposed that color vision might be explained by the relative response ratio of rods and cones at various wavelengths (see **18**: 1645). A curve plotted to show the summation of rod and cone responses at various wavelengths of the visible spectrum suggested that such a curve probably had some affinity to the well-known color triangle. Further experimental evidence and reinterpretations of previous data are presented which appear to substantiate the theory in most cases. Objections to the theory are discussed and answered.—*R. L. Solomon* (Brown).

1647. **Willmer, E. N. Physiology of colour vision.** *Nature, Lond.*, 1943, **152**, 191.—The deficiencies in present color-vision theory are discussed, and an accounting is made to explain why the author was led to form a new theory. Craik, Hartridge, and Holbourn have raised several objections to this theory (see **18**: 1622; 1625; 1628), and while the author feels that their arguments are valid criticisms, it remains to be seen whether the hypothesis as a whole is thereby invalidated.—*R. L. Solomon* (Brown).

1648. **Wright, W. D. Spectral sensitivity of the retinal receptors.** *Nature, Lond.*, 1943, **151**, 726–727.—Greater isolation of the red response than has been obtained heretofore is reported. The luminosity curve is obtained at low brightness values for foveal and parafoveal vision, with a dark-adapted eye, using stimulus patches of 20′ and 5′, respectively.

The obtained luminosity curves are compared with one obtained from an area 2° from the fovea. The curves derived show no Purkinje shift of the plot as a whole, due presumably to the absence of rods at the fovea. However, the foveal luminosity curve shows a striking peak at about 600 mμ, indicating that the luminosity curve may be the result of a composite function.—*R. L. Solomon* (Brown).

1649. **Wulff, V. J. Correlation of photochemical events with the action potential of the retina.** *J. cell. comp. Physiol.*, 1943, **21**, 319–326.—Experiments were performed to determine the intensity-EMF relation for the light-adapted eye of the normal and deganglionated grasshopper. Comparison of these relations with the steady state curve of Hecht between concentration of photoproducts and stimulating intensity revealed a linear relation between EMF and concentration of photoproducts. Corroboration of this linear relation was obtained by comparing the work of earlier investigators. It was suggested that the photoproducts may catalyze a retinal action potential producing reaction, and that the potential may be the activating agent resulting in stimulation of the optic nerve.—*F. A. Beach* (American Museum of Natural History).

1650. **Wulff, V. J., & Jahn, T. L. Intensity-EMF relationships of the electroretinogram of beetles possessing a visual diurnal rhythm.** *J. cell. comp. Physiol.*, 1943, **22**, 89–94.—See *Biol. Abstr.* **17**: 23668.

1651. **Zotterman, Y. The microphonic effect of teleost labyrinths and its biological significance.** *J. Physiol.*, 1943, **102**, 313–318.—The microphonic effect of the sacculus was studied in surviving preparations of the labyrinth of the pike and the burbot. The evidence suggests that the saccular effect is generated within the macula, and the biological significance of the phenomenon considered as a generator potential discharging the nerve fibers is discussed. The electric response from the nerve of the posterior ampulla is of phasic nature occurring in response to angular displacements in one direction only. Rotation in the opposite direction produces no immediate effect but only an afterdischarge when the movement is stopped.—*M. E. Morse* (Baltimore, Md.).

[See also abstracts 1574, 1586, 1588, 1591, 1613, 1614, 1616, 1689, 1692, 1819, 1840, 1853, 1863, 1870, 1882, 1887, 1894, 1897, 1899, 1909, 1940.]

LEARNING, CONDITIONING, INTELLIGENCE

(incl. Attention, Thought)

1652. **Cofer, C. N. Recall of verbal materials after a four-year interval.** *J. gen. Psychol.*, 1943, **29**, 155–156.—Four years after the occurrence of original learning, 6 subjects were asked to recall as much as possible of what they had learned originally. The results showed appreciable retention in only 3 subjects. Specific wording of the verbal passages was not clearly evident in any of the recalls.—*M. E. Holen* (Brown).

1653. **Cook, T. W. Repetition and learning. I. Stimulus and response.** *Psychol. Rev.*, 1944, **51**, 25–36.—Although the position of repetition as a central factor in learning has become insecure, the role of repetition still receives some prominence in texts. Since the concept of repetition possibly has been insufficiently analyzed, further consideration of it seems desirable. This is done by first inquiring into the meaning of the term repetition. A discussion then follows, dealing with stimuli, response, and stimulus-response relationships, with particular reference to learning situations.—*M. A. Tinker* (Minnesota).

1654. **Ehrlich, G. A method of constructing learning curves for a motor skill involving total body speed and accuracy.** *J. appl. Psychol.*, 1943, **27**, 494–503.—The fencing lunge was practiced twice a week for 12 weeks by 87 male college subjects. Speed and accuracy were measured for each subject once a week. Analysis of the data obtained leads to the following conclusions: 1. In experiments involving speed and accuracy of total body movements the construction of learning curves may be best accomplished by analyzing the data from three points of view, initial status, rate of learning, and maximum end points. 2. Curve fitting techniques should be examined and analyzed to see whether the function underlying any one curve adequately fits the data at hand. 3. Skills involving total body movement may not follow any particular curve, since pretraining may result in an origin other than at zero.—*G. R. Thornton* (Purdue).

1655. **Goodfriend, A. Recognition by repetition; a new deal in plane spotting.** *Infantry J.*, 1944, **54**, No. 2, 46–48.—The absence of close personal observation and manipulation in current formal procedures for teaching airplane recognition is deplored. The author compares these procedures with the manner in which children learn the same subject. He notes (1) that children have the advantage of more available pictures, models, and diagrams and (2) that their interest in learning is more effectively elicited. Suggestions for improving the military training follow.—*N. R. Bartlett* (U. S. Naval Reserve).

1656. **Gottsdanker, R. M. A study of choice determination.** *J. gen. Psychol.*, 1943, **29**, 113–127.—474 college students, who were told that they were being tested for ability in telepathy, were subjects in two experiments. The first involved a series of 10 trials in which they were told to guess whether a brass or copper sheet was being looked at by the "sender," who was hidden behind a screen; no information was given as to the success of the guesses. In the second experiment the correct alternative was announced after each trial. It was found that in the uncorrected procedure the same patterns of response occurred regardless of the subject's first choice; in the corrected procedure the contrary was found to be true, showing the influence of correct-error pattern. The three determining tendencies discovered by Brown and Buel for the maze (choice preference, compliance, and biological chance) were tested for their applicablity to these data; of the three, biological chance alone was exhibited in clear-cut fashion. It was also discovered that subjects who have not been apprised of the success of their guesses will choose on a given trial just as they do

when they know all their previous choices have been correct, a fact which is taken as operational evidence that individuals evaluate their unverified guesses as having been correct.—*M. E. Holen* (Brown).

1657. **Harlow, H. F., & Spaet, T. Problem solution by monkeys following bilateral removal of the prefrontal areas. IV. Responses to stimuli having multiple sign values.** *J. exp. Psychol.*, 1943, **33**, 500–507.—The behavior of two rhesus monkeys whose "prefrontal association areas" had been removed in a one-stage operation is compared with that of four controls, previously reported (see **16**: 2610), in respect to learning a series of problems in which a single stimulus acquired multiple sign values. The scores of the operated monkeys were consistently inferior to those of the controls.—*M. J. Zigler* (Wellesley).

1658. **Keller, F. S., & Taubman, R. E. Studies in International Morse Code. 2. Errors made in code reception.** *J. appl. Psychol.*, 1943, **27**, 504–509.—Daily records of the progress of 50 students in learning to recognize 36 basic signals were examined to determine (*a*) the relative difficulty of the different signals and (*b*) the most common confusions of signals responsible for this difficulty. Learning was by the "whole" method. A wide range of difficulty was found; however, the order of difficulty varied from student to student. The difficulty of a signal is believed to be due primarily to confusion of it with other signals; the frequency of confusion of each signal with others is tabulated. "There is indicated the need for a psychological analysis of the signal properties which are responsible for the confusions."—*G. R. Thornton* (Purdue).

1659. **Lashley, K. S. Studies of cerebral function in learning. XII. Loss of the maze habit after occipital lesions in blind rats.** *J. comp. Neurol.*, 1943, **79**, 431–462.—Using a relatively simple, enclosed type of maze, the author compared the deleterious effects on learning in rats ascribable to (1) enucleation of both eyes, (2) section of the posterior thalamic radiations, and (3) destruction of the occipital lobes, particularly the area striata. Male black rats were used. Peripheral blinding produced about one tenth as much deterioration in maze proficiency as destruction of the visual cortex combined with the unavoidable invasion of adjacent structures which this operation entails. Analyses to determine the amount of loss in proficiency that should be accredited to injury of adjacent areas produced no evidence of their contributing significantly to the obtained decrements in maze performance. The author concludes: "The visual cortex has some important function in maze learning which is exercised in the absence of any visual stimuli."—*C. P. Stone* (Stanford).

1660. **McClelland, D. C. Studies in serial verbal discrimination learning. IV. Habit reversal after two degrees of learning.** *J. exp. Psychol.*, 1943, **33**, 457–470.—The effect of habit reversal upon two different levels of discrimination learning is here investigated. As each of a series of 15 adjectives was presented, human subjects learned to make one of two responses, i.e., to say it aloud or not to, according to a prearranged plan. When 11 in 15 and 15 in 15 were responded to correctly, the opposite response was made to each adjective during further learning by two reversal groups. As compared with controls, who continued to learn throughout without reversal, the effect of reversal was a slight but reliable decrement. The ease of learning with reversal seems to increase with increasing amount of original learning. Results obtained from human subjects are contrasted with those previously obtained from animal subjects.—*M. J. Zigler* (Wellesley).

1661. **Thompson, M. E., & Dove, C. C. A further study on the bi-directional goal gradient in the endless maze.** *J. exp. Psychol.*, 1943, **33**, 447–456.—An endless maze of the double-straightaway type, including two identical sections with 7 hurdles of 7 doors each, was employed to check the conception that a bi-directional goal gradient is developed when rats learn a maze. Data presented provide a comparison for animals which were run 10–16 times a day in a goal-to-goal procedure, with others which made one run a day for 50 consecutive days in a start-to-goal procedure. The goal-to-goal group manifested the bi-directional gradient with respect to elimination of errors. This was exhibited early in the learning period. The start-to-goal group evinced the typical uni-directional gradient, i.e., backward elimination of errors. The authors suggest that if the bi-directional gradient becomes substantiated, it will have to be accounted for in terms of a forward-backward spread of secondary reinforcement; however, they indicate that other variables, such as the influence of massed and distributed practice, will have to be controlled before this conception can be definitely accepted.—*M. J. Zigler* (Wellesley).

1662. **Thorpe, W. H. Types of learning in insects and other arthropods.** *Brit. J. Psychol.*, 1943, **33**, 220–234; 1944, **34**, 20–31; 66–76.—The different categories of learning were defined as habituation, associative learning (including conditioning and trial and error learning), latent learning (with selection), insight learning, and imprinting. Habituation is a ubiquitous phenomenon, probably found in all Arthropoda. The significance of habituation in accounting for many characteristic phenomena of the behavior of ants and other social Hymenoptera was stressed. It was shown that simple conditioning and the simpler types of trial and error learning are probably characteristic of insects in general and are found in many arthropods. The more complicated types of trial and error learning, as shown by the elaborate maze learning of cock-roaches and ants, were discussed. Certain results with *Nemeritis* suggest the existence of latent learning. The more highly developed examples of homing behavior in insects must involve powers of exploration and subsequent selection from an environmental pattern learned as a whole, a performance essentially equivalent to latent learning. The latter may be evidence of insight as an outcome of a learning process, but such insight is not adequate to produce sudden adaptive responses to a new situation and therefore must be distinguished from insight learning. While phenomena of orientation, involving nest building and provisioning, and the use of tools, particularly among the Sphecoidea, give striking support for the

theories of hormic psychology, they do not provide evidence for insight learning. But the orientation and tool using of various species of *Ammophila* and other Sphegidae may well show them to provide examples of insight learning, although the present evidence is inconclusive. Experiments and observations with ants and termites do not necessarily connote insight learning. The facts of nest repair among the Eumenidae do provide striking *prima facie* evidence for insight learning, but we do not yet know enough of the normal biology of the forms concerned to warrant our regarding these examples as giving final proof for insight learning. It appears that imprinting of a kind may also be found among insects. 186-item bibliography.—*M. D. Vernon* (Cambridge, England).

1663. **Wechsler, D., & Shakow, D. Intellectual changes with age.** *Publ. Hlth Rep., Wash.*, 1942, Suppl. No. 168, 43–52.—Various studies of intellectual and physical ability have shown that: (1) intellectual ability as a whole follows the same general decline as does physical ability; and (2) the individual abilities (vocabulary, memory, etc.) which enter into general intelligence must of necessity partake of this decline but not necessarily at the same rate. It is emphasized, however, that aside from the measurable aspects of intelligence there are many variables (drive, persistence, experience, etc.) that, although not measurable, are still significant constituents of intelligence.—*J. E. Zerga* (Avion, Inc.).

[See also abstracts 1562, 1574, 1581, 1676, 1774, 1779, 1822, 1823, 1824, 1825, 1826, 1827, 1842, 1851, 1852, 1867, 1869, 1872, 1898, 1903, 1914, 1917, 1943, 1948.]

MOTOR AND GLANDULAR RESPONSES

(incl. Emotion, Sleep)

1664. **Bond, D. D. Sympathetic and vagal interaction in the emotional responses of the heart rate.** *Amer. J. Physiol.*, 1943, **138**, 468–478.—Electrical records were made of changes in heart rate of dogs and cats under conditions of startle by unexpected noise. Similar records were made after various nerves were cut. The normal response was a complex of a sudden rise in heart rate immediately after startle, followed by a sharp fall, then by a second rise, and thereafter by several fluctuations in rate until the response was ended in 2–3 min. When vagi and depressors were cut, there was pure accelerator activity with no fall or further undulation. When sympathetic cardio-accelerators were removed and adrenalin excluded, startle was followed by inhibition of vagus tone. It is concluded that the sympathetic accelerators to the heart are largely responsible for the magnitude of the cardiac acceleration subsequent to startle stimulation. The sympathetics appear to be capable of effecting changes easily detectable within .5 sec. in many instances.—*T. G. Andrews* (Barnard).

1665. **Coghill, G. E. Flexion spasms and mass reflexes in relation to the ontogenetic development of behavior.** *J. comp. Neurol.*, 1943, **79**, 463–486.—Head and Riddoch (1917) interpreted involuntary and reflex actions of the paralyzed parts of the human body following sectioning of the spinal cord in terms of the primacy of nociceptive reactions. In the present paper, Coghill supports this interpretation by supplying evidence regarding ontogenetic development. He points to the fact that flexion is the earliest response to develop in vertebrates and that essentially it is nociceptive in nature by virtue of its being an avoiding reaction. Extension, which at first is concerned with posture and locomotion, appears much later than flexion. Coghill also discusses the role of inhibition in the development of behavior, particularly in the process of individuation. He says that ". . . development of the local sign is effected through inhibition. For normal functioning inhibition must be maintained according to the pattern of its ontogenetic development."—*C. P. Stone* (Stanford).

1666. **Craig, W. The twilight ceremonies of horseflies and birds.** *Science*, 1944, **99**, 125–126.—In a recent article the morning and evening twilight hovering flights of 2 species of male horseflies was considered as a courting flight, although it was observed that no females were found at the time of the flights. The present author points out that the time of these flights coincides closely with the twilight singing of birds. Information regarding the peewee is presented. This bird has a symmetrical daily cycle which anticipates the sun's rising and setting by about 17 min. It is suggested that the flights of the horseflies are probably not mating flights but are perhaps anticipatory flights similar to those of the peewee. (See **17**: 3065.)—*F. A. Mote* (Connecticut).

1667. **Davis, R. C. The genetic development of patterns of voluntary activity.** *J. exp. Psychol.*, 1943, **33**, 471–486.—Action potentials, secured from adults (undergraduates) and children (8–10 years) during weight lifting, are employed as a basis for the comparison of excitation patterns. The reference lead was located on the left upper arm, and the active lead either on the right arm or at points less closely related to the member involved in lifting. The rest-level activity in children was much higher than in adults. Excitation of the active member was found to increase as the intensity of lifting increased, but is much greater for children than for adults. Excitation patterns in remote members, in general, follow the same rules as in the member immediately concerned in the lifting.—*M. J. Zigler* (Wellesley).

1668. **Dorrance, S. S., Thorn, G. W., Clinton, M., Jr., Edmonds, H. W., & Farber, S. Effect of cobalt on work performance under conditions of anoxia.** *Amer. J. Physiol.*, 1943, **139**, 399–405.—See *Biol. Abstr.* **18**: 2581.

1669. **Gregory, R. A., & Ivy, A. C. The humoral stimulation of gastric secretion.** *Quart. J. exp. Physiol. cognate med. Sci.*, 1941, **31**, 111–128.—This paper is a study of the humoral mechanisms involved in the stimulation, by a meal, of a fundic transplant. Four dogs were provided with a transplanted pouch of the gastric fundus and also a vagotomized pouch of the remainder of the stomach. The responses of both pouches to (1) feeding of a meal and of liver extracts, (2) application to the mucosa of secretagogues, histomine, and alcohol, and (3) mechanical distension were studied. Results

demonstrate that "humoral mechanisms are involved in both the gastric and intestinal phases of secretory stimulation by a meal or secretagogues" and "the gastric humoral agent is probably hormonal in nature."—*L. C. Mead* (Tufts).

1670. **Haggan, M. Sexual desire in tuberculous women.** *Amer. Rev. Tuberc.*, 1944, **49**, 53–57.—This study covers 50 sanatorium admissions of 40 married women ranging from 17 to 49 years. Twenty-five of them recognized sexual desire at some time during hospitalization. It occurred approximately equally in all age groups up to 40 and was most frequent in patients married 3 to 5 years. It was correlated with the attitude toward coitus but not with the success of the patient's marriage, use of contraceptives, degree of parity, or stage of the disease. Sexual feelings usually arose spontaneously and were suppressed by directing the thoughts into another channel. Libido was increased in 3 instances, decreased in 11, and unchanged in 36. Affective transfer was not common and was directed to a member of the opposite sex. This study appears to indicate that recognized sexual desire is not as important a factor in adjustment to sanatorium life as is usually believed.—*M. E. Morse* (Baltimore, Md.).

1671. **Hamilton, J. B. Demonstrated ability of penile erection in castrate men with markedly low titers of urinary androgens.** *Proc. Soc. exp. Biol., N. Y.*, 1943, **54**, 309–312.—"Two men who had been completely castrate for 13 and 18 years respectively, had a marked capacity for penile erection as observed during physical examination and as tabulated in records kept daily for a year. . . . Low titers of urinary androgens and clinical insufficiency, including supranormal values for urinary gonadotropins, provide assurance that there was no considerable androgenic secretion derived from extragonadal sources."—*H. Peak* (Washington).

1672. **Hebb, D. O., & Riesen, A. H. The genesis of irrational fears.** *Bull. Canad. psychol. Ass.*, 1943, **3**, 49–50.—"Primate fear of the strange object . . . is at least in some instances not a product of conditioning": chimpanzee infants (5 to 23 months old) exhibited fear of unfamiliar persons even though there had been no opportunity to learn such fear.—*F. W. Finger* (Virginia).

1673. **Hess, W. R., & Brügger, M. Das subkortikale Zentrum der affektiven Abwehrreaktion.** (The subcortical center for affective defense reactions.) *Helv. physiol. pharmacol. Acta*, 1943, **1**, No. 1, 33–52.—See *Biol. Abstr.* **18**: 4514.

1674. **Hulbert, H. S. Calcium (soluble) for "fractiousness."** *J. crim. Law Criminol.*, 1943, **34**, 233–235.—Periodic dosage of calcium gluconate was found to be helpful in calming military prisoners who were irritable and disobedient.—*L. M. Hanks, Jr.* (Bennington).

1675. **Jellinek, E. M. The alcohol problem: formulations and attitudes.** *Quart. J. Stud. Alcohol*, 1943, **4**, 446–461.—Experiments have demonstrated the wide range of psychological functions which are affected by alcoholic beverages and have given us an idea of the magnitudes of the effects, but have not contributed to the understanding of the acquisition and development of inebriety except in showing that the effect of alcohol on the central nervous system is depressing—that the mechanism of release, of escape from reality, is not one of stimulation but of abolition of inhibition through cortical depression. Not touched upon by experimental psychology is the fundamental significance of tolerance. Also reviewed are the essential understandings of these problems from the approach of the psychiatrist and of the physiologist. But of more importance than the approach of any of these disciplines, which are oversimplifications of the problem, is consideration of the alcohol problem in general, for there is a problem of alcohol as well as a problem of the alcoholic.—*W. L. Wilkins* (U. S. Naval Reserve).

1676. **Jones, M. R. Studies in "nervous" movements: I. The effect of mental arithmetic on the frequency and patterning of movements.** *J. gen. Psychol.*, 1943, **29**, 47–62.—This paper reports an experiment designed to determine the effect of extraneous stimuli on the frequency and patterning of nervous movements, categorized as oral, nasal, hirsutal, irritational, manual, ocular, aural, genital, facial, pedal, general body, head, and arm. The subjects were boys in their last two years of high school, who were unaware of the purpose of the experiment. A control group was alternately given a steadiness test, followed by a rest period, during which time observations of nervous movements were made; the experimental group followed the same procedure except for a 20-min. period of mental arithmetic, during which time observations of nervous movement were again made. It was found that the mean frequency of movement increased markedly, especially in the categories of oral, manual, ocular, facial, pedal, general body, head and the total, following the introduction of mental arithmetic problems. The results indicate that the mean frequency of movement increases throughout the test period in the experimental situation, but no strong tendencies for either increase or decrease of frequency was observed in the rest periods.—*M. E. Holen* (Brown).

1677. **Jones, M. R. Studies in "nervous" movements: II. The effect of inhibition of micturition on the frequency and patterning of movements.** *J. gen. Psychol.*, 1943, **29**, 303–312.—This second paper in a series of studies of "nervous" movements studies the effect of inhibition of micturition on such movements. Twenty-four subjects, who were told the experiment was one on the effect of water drinking on muscular control, were observed, without their knowledge, during a 2½-hour period of repeated water drinking, steadiness tests, and rest periods. The number of movements made under each condition of the experiment was determined by an observational time-sampling technique. Results showed that, in almost all cases, the mean frequency of movement increased with inhibition of micturition throughout the experimental period. These changes were not a function of time. Quantitative relationships between various categories were different from those reported in the previous experiment using mental arithmetic as a stimulus (see **18**: 1676). Head, manual, pedal, general body, and arm categories were more frequent while ocular, oral, and facial were less frequent.—*H. H. Nowlis* (Connecticut).

1678. **Kremer, M. Action of intrathecally injected prostigmine, acetylcholine, and eserine on the central nervous system in man.** *Quart. J. exp. Physiol. cognate med. Sci.*, 1942, **31**, 337–357.—Prostigmine, acetylcholine, and eserine were injected into the lumbar theca of human subjects with no abnormality of the central nervous system and subjects with some form of spasticity of pyramidal origin. Case studies are presented. Doses of 0.1–1.5 mg. of prostigmine produced depression of muscle tone and reflexes. Larger doses tended to produce nausea, vomiting, and drowsiness. Voluntary movement was impaired, bladder emptying was temporarily abolished, and "no changes in sensation were ever noted." When prostigmine was injected in patients below the level of their spinal block, the spinal cord depression was limited to the cord below the level of the block. No effects were noted due to injection of 2–500 mg. of acetylcholine. Doses of 0.25–1 mg. of eserine sulphate produced an "initial transient depression of spinal reflexes followed by a rapid return to a level exceeding that noted prior to the injection." Eserine also produced "striking sensory changes including facilitation of sensory transmission."—*L. C. Mead* (Tufts).

1679. **Martin, J., & Lueken, B. Aktionsstromuntersuchungen verschiedener Muskelkontrakturen.** (Investigations on action potentials of various muscle contractions.) *Z. Biol.*, 1943, **101**, 143–156.

1680. **Masserman, J. H. The effects of morphine on behavior and neurosis.** (Film.) Chicago: University of Chicago, Division of Psychiatry, 1943. 1 reel, approximately 400 ft., silent. $25.—In normal animals morphine disintegrates complex behavioral patterns. Similarly, in animals made neurotic by motivational conflicts, morphine affords temporary relief from anxious, phobic, and compulsive reactions. These effects may be of significance in morphine addiction.—*J. H. Masserman* (Chicago).

1681. **Masserman, J. H. The role of the hypothalamus in behavior and neurosis.** (Film.) Chicago: University of Chicago, Division of Psychiatry, 1943. Approximately 800 ft., silent. $65.—The operative technique for the insertion of electrodes into the hypothalamus is illustrated. Stimulation of the hypothalamus in a recovery preparation induced typical sham rage, but the behavior is stereotyped, unadaptive, and stimulus-bound. Environmental signals associated with hypothalamic stimuli could not be conditioned to produce true affective reactions. In contrast, animals adapted normally to emotionally meaningful signals during hypothalamic stimulation and even after recovery from extensive hypothalamic lesions. It is therefore concluded that, while the hypothalamus may integrate certain efferent sympathetic pathways, it does not serve as a source of drive or as a center of emotion.—*J. H. Masserman* (Chicago).

1682. **Miles, W. R. Performance in relation to age.** *Publ. Hlth Rep., Wash.*, 1942, Suppl. No. 168, 34–42.—The basic consideration to be kept in mind by all who are engaged in human engineering is that it is not possible to predict accurately an individual's performance from what he presents in the clinic or in the laboratory in terms of obvious equipment. This statement is borne out in the results that come from all kinds of psychological measurement. A number of tables are presented correlating performance measurements with different segments of the life span.—*J. E. Zerga* (Avion, Inc.).

1683. **Noble, G. K., & Wurm, M. The social behavior of the laughing gull.** *Ann. N. Y. Acad. Sci.*, 1943, **45**, 179–220.—"The laughing gull colony is subdivided into a number of distinct groups during the breeding season. The area occupied by each group serves as a communal courtship ground in which pairs form, and is also the center about which nests are distributed according to restrictions of the environment. Nests are located in relatively dense vegetation and this is correlated with the presence of comparatively small nesting territories. Territory defense is carried out on the ground and in the air. The communal courtship area is adapted to provide the maximum number of contacts between many birds that are in an optimal physiological state for reproduction. The first social contact between sexually active gulls is stimulated by the long call. Sex recognition is mediated by a behavior pattern, essentially aggressive in character, which is initiated by the male and to which males and females react differently. The initial bond of the pair is reinforced by courtship display and courtship feeding which continue throughout the incubation period. Successful copulations occur only after the male secures sexual dominance over the female. This dominant-subordinate relationship is under physiological control and expressed by 'charging' and 'food-begging' behavior. A preliminary account of the sexual behavior of the Australian silver gull, *L. nova-hollandiae*, indicates that this species employs behavior patterns that closely resemble those of the laughing gull. Fundamentally the same behavior patterns appear to exist throughout the Laridae."—*F. A. Beach* (American Museum of Natural History).

1684. **Noble, R. L., & Collip, J. B. A quantitative method for the production of experimental traumatic shock without haemorrhage in unanaesthetized animals.** *Quart. J. exp. Physiol. cognate med. Sci.*, 1942, **31**, 187–199.—A method is described for the production of traumatic shock in rats and guinea pigs without anesthetization. The method consists of placing the animal in a rotating drum containing 1, 2, or 3 projections. Drum rate of rotation was 40 revolutions per minute, and the quantification of traumatic shock was in terms of number of revolutions. "Following such a procedure mortality curves were obtained indicating that strictly quantitative results could be produced. Animals subjected to this type of trauma develop haemoconcentration and the pathological changes ascribed to the condition of shock. . . . Some theories for the aetiology of shock are discussed, and from the experimental results obtained a modification of the toxic substance theory is suggested."—*L. C. Mead* (Tufts).

1685. **Noble, R. L., & Collip, J. B. Adrenal and other factors affecting experimental traumatic shock in the rat.** *Quart. J. exp. Physiol. cognate med. Sci.*, 1942, **31**, 201–210.—Rats were subjected to traumatic shock using a method previously de-

scribed (see 18: 1684). Adrenalectomized rats were found to be more susceptible than normals to this type of trauma. Pretreatment of the operated animals with cortical extract restored their resistance to slightly above normal, and desoxycorticosterone had a less, but definite, beneficial action. The same substances, as well as other cortiocotrophic extracts, caused only a slight increase in resistance to shock in normal rats. The effects of hemorrhage and ether anesthesia on traumatic shock were also determined and these results were related to possible factors concerned in the etiology of shock.—*L. C. Mead* (Tufts).

1686. **O'Connor, W. J., & Verney, E. B. The effect of removal of the posterior lobe of the pituitary on the inhibition of water diuresis by emotional stress.** *Quart. J. exp. Physiol. cognate med. Sci.*, 1942, **31**, 393–408.—Emotional stress caused by an electric motor horn or by faradic stimulation of the flanks so as to cause "definite resentment" was found to inhibit water-diuresis in 6 adult female dogs. The posterior lobe of the pituitary was then removed from each animal, after which it was found that similar emotional stress no longer inhibited water-diuresis. "Comparison of the post-pituitary extract equivalent of the emotional inhibition before, with that after, removal of the posterior lobe shows that only about 5 per cent of the antidiuretic function of the neuro-hypophysis, as expressed in the inhibition by emotional stress, remains when the posterior lobe has been removed."—*L. C. Mead* (Tufts).

1687. **Osterhout, W. J. V. Nature of the action current in *Nitella*. V. Partial response and the all-or-none law.** *J. gen. Physiol.*, 1943, **27**, 61–68.—"A typical response appears to involve an immediate loss of potential at the inner protoplasmic surface but not at the outer surface." Recovery following stimulation involves a shifting of potential from the outer to the inner protoplasmic surface. Until this shift occurs, recovery is incomplete and the response partial (even though the action curve has returned to the baseline, indicating recovery of total potential, part of it located at the outer surface).—*F. W. Finger* (Virginia).

1688. **Peters, H. N. Experimental studies of the judgmental theory of feeling. VI. Concrete versus abstract sets in the preference judgments of pictures.** *J. exp. Psychol.*, 1943, **33**, 487–499.—Experimental data are presented in support of the claim that a shift in affective value following learning involving positive and negative responses is correlated with a perceptual, but not with a conceptual, observing set. The data under consideration comprise ratings of pictures with respect to a seven-step pleasantness-unpleasantness scale following a period of learning in which four pictures were presented at a time and the subject had to respond positively to one of them. The prevalence of still other observing sets is brought out in the discussion.—*M. J. Zigler* (Wellesley).

1689. **Reid, C. The higher centers and the blood sugar curve.** *J. Physiol.*, 1943, **102**, Suppl., 20P.—A dog deprived of food for 24 hours was given glucose by stomach tube or intravenously and allowed to sniff or taste meat every quarter hour, in the effort to stimulate the islands of Langerhans via psychic mechanisms through their vagus supply. The experiment was continued once a week for a year. The sniffing or tasting of meat after giving sugar was followed by more rapid lowering of blood sugar than in the corresponding experiments without the exhibition of meat. Sniffing or tasting meat without sugar caused a fall in blood sugar. These results suggest that the insulin output is increased after activation of the higher centers through the olfactory and gustatory mechanisms.—*M. E. Morse* (Baltimore, Md.).

1690. **Strother, C. R., & Kriegman, L. S. Diadochokinesis in stutterers and non-stutterers.** *J. Speech Disorders*, 1943, **8**, 323–335.—The authors designed an experiment to test the hypothesis that there are no significant differences between stutterers and nonstutterers with respect to rate of reciprocal movements of the lips, jaw, tongue, and finger. Fifteen adult male and female stutterers, ranging in age from 18 to 31 years, were matched with respect to age, sex, handedness, and rhythm discrimination with a group of 15 nonstutterers. Polygraph recordings of the movements of various structures were obtained from both groups. Comparisons of the data showed no significant differences between the two groups. The data was also compared with those obtained from similar experiments previously reported. Again no significant differences between stutterers and nonstutterers with respect to rate of movement were revealed.—*C. V. Hudgins* (Harvard).

1691. **Viscidi, P. C., & Geiger, A. J. Electrocardiographic observations on 500 unselected young adults at work.** *Amer. Heart J.*, 1943, **26**, 763–768.

1692. **Zim, H. S. Man in the air; the effects of flying on the human body.** New York: Harcourt, Brace, 1943. Pp. x + 332. $3.00.—This elementary text on aviation medicine is intended for the general reader. Of interest to the psychologist are the chapters on oxygen lack, vision, hearing, the vestibular and static senses, air sickness, flying fatigue, psychological examination of fliers, and safety in flight.—*A. Chapanis* (Wright Field).

[See also abstracts 1561, 1582, 1610, 1632, 1633, 1635, 1651, 1653, 1654, 1663, 1704, 1709, 1718, 1724, 1726, 1730, 1735, 1737, 1741, 1746, 1749, 1762, 1769, 1782, 1783, 1786, 1793, 1797, 1807, 1810, 1822, 1823, 1824, 1825, 1826, 1827, 1833, 1842, 1909, 1935, 1939, 1944.]

PSYCHOANALYSIS, DREAMS, HYPNOSIS

1693. **Cezar, O. Fenomenologia supra normal.** (Supernormal phenomenology.) *Rev. Neurol. Psiquiat. S. Paulo*, 1943, **9**, 116–117.—Abstract and discussion.

1694. **Gibson, E. P., Gibson, L. H., & Rhine, J. B. A large series of PK tests.** *J. Parapsychol.*, 1943, **7**, 228–237.—Dice were thrown from a cup, 6 at a time, until nearly 150,000 single throws had been recorded. Each of the 6 faces of the die served as target at one time or another: the subject 'willed' that the particular face come up. The over-all average score was 4.18 'hits' (chance expectancy = 4.0), with a critical ratio of 7.46. For the 6 faces, the average scores were, respectively, 3.97 (1-face), 4.03,

4.09, 4.10, 4.24, and 4.33 (6-face).—*F. W. Finger* (Virginia).

1695. **Glicksberg, C. I. General semantics and psychoanalysis: Korzybski and Freud.** *Etc. Rev. gen. Semant.*, 1943, **1**, 33–40.—Psychoanalysis has contributed its idea of determinism of thought, its analysis of mental diseases and method of therapeutics, and its interpretation of the motives underlying human behavior to general semantics. Both psychoanalysis and general semantics are interested in the effects of inadequate use of language on human behavior. The semanticist is interested not only in abnormal but also in so-called normal use of language and "is struggling to produce some degree of structural correspondence between the objective world and the verbal world."—*R. B. Ammons* (San Diego).

1696. **Greenwood, J. A. On the evaluation of differences of success ratios from binomial populations.** *J. Parapsychol.*, 1943, **7**, 277–280.—Certain aspects of probability in the dice-throwing tests of psychokinetic ability are discussed.—*F. W. Finger* (Virginia).

1697. **Greville, T. N. E. Frequency distributions of ESP scores for certain selected call-patterns.** *J. Parapsychol.*, 1943, **7**, 272–276.—The writer gives the complete frequency distributions obtained in matching a standard ESP card-deck against 6 call-series patterns, and discusses their applicability to the mathematics of probability in extra-sensory perception experiments.—*F. W. Finger* (Virginia).

1698. **Humphrey, B. M., & Rhine, J. B. Position effects in the large Gibson series.** *J. Parapsychol.*, 1943, **7**, 238–251.—Analysis of the data reported by Gibson, Gibson, and Rhine is made in terms of differential success in 'mentally influencing' the fall of dice at various points of the experiment. The resulting patterns seem lawful and psychologically meaningful and are presented as evidence that such objections to the hypothesis of psychokinesis as faulty dice are invalid.—*F. W. Finger* (Virginia).

1699. **Jolles, I. A practical technique for the use of suggestive therapeutics among psychotics.** *J. gen. Psychol.*, 1943, **29**, 87–100.—A technique of suggestion therapy involving blank pills and verbal suggestion from nurses and attendants was employed on 25 patients with delusions pertaining to some imagined physical defect. It was found that psychotic (both functional and organic) as well as neurotic patients respond to suggestion, manic-depressives and involutional melancholics being the only exceptions. Suggestion therapy was unsuccessful in eliminating actual organic defects, which were found to act as countersuggestion to the therapy. Only one of 22 patients developed the same or a substitute symptom within a reasonable length of time after the treatment. It appeared that negativism indicates suggestibility and may be overcome by an increase in the strength of suggestion.—*M. E. Holen* (Brown).

1700. **Lacy, G. J. Handwriting and forgery under hypnosis.** *J. crim. Law Criminol.*, 1944, **34**, 338–343.—Subjects were required to imitate signatures both while hypnotized and while waking. In trance the reproductions contained the same defects as those produced in the waking state. Suggestion that the subject was a child or an aged person resulted in the same inadequacy of simulation.—*L. M. Hanks, Jr.* (Bennington).

1701. **Newman, I. Freudian theories.** *J. Maine med. Ass.*, 1943, **34**, 4–6.

1702. **Rhine, J. B., & Humphrey, B. M. The PK effect: the McDougall one-die series.** *J. Parapsychol.*, 1943, **7**, 252–263.—In this experiment the late Professor McDougall, with the aid of 8 other subjects, attempted to influence the fall of a die so that it would come to rest with a specified face up. There were 269 runs of 24 throws each. The average number of 'hits' per run was 4.18 (chance expectancy = 4.0), with a critical ratio of 1.64. The patterning of the successes on the record page is interpreted as negating explanations of the results in terms of chance, faulty dice, or skilled throwing.—*F. W. Finger* (Virginia).

1703. **Tyrrell, G. N. M. Apparitions.** London: Society for Psychical Research, 1942. Pp. 123. 3*s.* 6*d.*—[Abstracted review; original not seen.] In this survey of the data of the Society for Psychical Research, it is brought out that well-authenticated narratives of apparitions have many common features which differentiate them from fictitious ghost stories and which may be regarded as a strong argument for the reality of apparitions. The author contends that the apparition has no physical existence and no consciousness. Observations of apparitions by a number of people and their genuine correspondence with distant events deny, however, that an apparition is a mere hallucination. It is within these limits that an adequate theory of apparitions must be sought.—*M. E. Holen* (Brown).

1704. **Woodruff, J. L. ESP tests under various physiological conditions.** *J. Parapsychol.*, 1943, **7**, 264–271.—Combinations of low temperature, oxygen deprivation, and drugs failed to yield significant results in card calling.—*F. W. Finger* (Virginia).

[See also abstracts 1712, 1733, 1751, 1796.]

FUNCTIONAL DISORDERS

1705. **Adler, A. What life should mean to you.** New York: Grosset, 1944. Pp. 300. $0.50.—See **6**: 218.

1706. **Beach, F. A., & Weaver, T. Noise-induced seizures in the rat and their modification by cerebral injury.** *J. comp. Neurol.*, 1943, **79**, 379–392.—Three rats (breed unspecified) in which audiogenic seizures could be elicited frequently and vigorously by key jingling were subjected to unicortical and later to total cortical ablation. Their postoperative seizures were compared with preoperative responses and also with those of unoperated controls. From 21–27 days elapsed between last preoperative and first postoperative tests. Following the interval, seizures were more frequent in both hemidecorticated and control animals, but increase in frequency and promptness of seizures was greater in the operated rats. After another interval of 11 days tests were renewed, but without further increase in frequency or promptness of seizures. Removal of the remaining half of the neopallium was followed by still further increases in frequency, promptness, severity,

and duration of the comatose condition which follows the attacks. While selection of cases for operation, unintentional lesions in subcortical areas, and incomplete histological examinations to determine whether all of the auditory cortex was removed complicate interpretation of these results, it is apparent, nevertheless, that audiogenic seizures are not contingent upon the intactness of the neocortex.—*C. P. Stone* (Stanford University).

1707. **Bergler, E. Logorrhoea.** *Psychiat. Quart.*, 1944, **18**, 26–42.—An analytic approach to the problem of neurotic logorrhea is given. The condition is characterized by incessant talking, inconsistent talking, and a preponderance of unimportant details chosen aggressively. Important components included a tendency toward self-punishment and feelings of guilt. The phenomenon is so complex that it can be seen at every level of libidinous and aggressive tendency. Care must be taken to differentiate neurotic logorrhea from psychotic logorrhea. A number of clinical examples of the neurotic type are presented.—*G. W. Kisker* (U. S. Army).

1708. **Buchner, O. Erfahrungen bei über 1500 Elektroschockfällen.** (Experiences with over 1,500 electric shock cases.) *Psychiat.-neurol. Wschr.*, 1942, **44**, 97–100.

1709. **Camargo Pacheco, V. de. Amigdalite crônica e terapêutica de choque.** (Chronic tonsillitis and shock therapy.) *Rev. Neurol. Psiquiat. S. Paulo*, 1943, **9**, 87–94.—Neurological disorders related to focal infection are subject to treatment by shock therapy, as several cases show. The shock treatments were preceded by tonsillectomy.—*H. D. Spoerl* (American International College).

1710. **Cameron, D. E. Autonomy in anxiety.** *Psychiat. Quart.*, 1944, **18**, 53–60.—Current descriptions of the causation of anxiety states are inadequate in many cases. This is especially true for scrupulous, conscientious persons who have been subjected to prolonged stress. In these cases an increased reactivity of the tensional-anxiety mechanisms is set into operation. Control of this condition can be brought about through a reduction of the general tension level, the prevention of the evocation of the anxiety response, and a damping of the anxiety response itself.—*G. W. Kisker* (U. S. Army).

1711. **Chornyak, J. Code neurosis.** *Army. med. Bull.*, 1943, No. 69, 61–63.

1712. **Cobb, S. Review of neuropsychiatry for 1943.** *Arch. intern. Med.*, 1943, **72**, 795–806.—Among the subjects reviewed are shock therapy and evaluations of Freud's theories by non-Freudian psychological techniques. Cobb concludes that sound psychiatrists are much less enthusiastic than formerly about shock treatment. No convincing rationale for it has yet emerged, and the physiological effects of electricity on the brain may be permanent and serious. As to Freud's concepts, some confirmation is found for the theories of libido, infantile sexuality, repression, regression, and polymorphism of perversion. The evidence is against accepting the subdivisions of infantile sexuality as characteristic of children in general, and against the theories of infantile repression, the castration complex (except for certain cultures and perhaps only for neurotics in those cultures), and the theory of anal eroticism and its effect on character.—*M. E. Morse* (Baltimore, Md.).

1713. **Colfer, H. F. Migraine; a review of its present status.** *Jackson Clin. Bull., Madison*, 1944, **6**, 19–27.

1714. **Dunbar, H. F. Criteria for psychosomatic diagnosis and therapy, with special reference to cardiovascular syndromes.** *Arch. Neurol. Psychiat., Chicago*, 1943, **50**, 735.—Abstract.

1715. **Duval, A. P. Psychoses in officers in World War II.** *War Med., Chicago*, 1944, **5**, 1–5.—One hundred officers admitted to St. Elizabeth's Hospital were studied and compared with a similar group admitted during World War I. In the latter, exhaustion was probably overemphasized as a principal etiological factor. Affective features and emotional turmoil were characteristic of the present group. The diseases of greatest incidence were manic depressive psychosis (34%) and schizophrenia (30%). In comparison with the total group of military patients, the incidence of manic-depressive psychosis and the paranoid state were much higher, schizophrenia much lower, and anxiety neurosis absent. These differences are probably due to the greater age of the officer group. The recovery rate was remarkably good. 49% were discharged as recovered or socially recovered and 20% as improved. 27% of the series had a history of previous mental disease, and 10% had been in mental hospitals. The great majority of these would have been rejected if an adequate psychiatric examination had been made on entrance to the service. Electric shock therapy was used with good results in 10% of the cases.—*M. E. Morse* (Baltimore, Md.).

1716. **Eissler, K. R. Limitations to the psychotherapy of schizophrenia.** *Psychiatry*, 1943, **6**, 381–391.—Limitations of the psychotherapy of schizophrenia are not merely those limitations arising out of the patient's disease. Predominantly they involve the limitations in the personality of the therapist, and they consist in his inability to establish in himself that dynamic situation to which the schizophrenic patient would respond if it were offered. Discussion of these considerations is offered in terms of language, affective attitudes, conscious and unconscious responses and manifestations, and the obstacle placed upon the patient by the therapist in forcing a state of awareness upon the patient which in turn obstructs further communication.—*M. H. Erickson* (Eloise Hospital).

1717. **Eklund, D. Psychiatric social work and casework in USO.** *News-Lett. Amer. Ass. psychiat. Soc. Wkrs*, 1943, **13**, 3–12.—The author discusses the novel problems facing the psychiatric social worker who works at USO or Traveler's Aid USO information desks in wartime. The many short-contact situations are a challenge to case workers. Their solution calls for the utmost ingenuity and resourcefulness in making rapid but sound decisions. —*W. S. Hunter* (Brown).

1718. **Friedman, M., & Kasanin, J. S. Hypertension in only one of identical twins; report of a case, with consideration of psychosomatic factors.** *Arch. intern. Med.*, 1943, **72**, 767–774.—The authors report the case of identical male twins, aged 54, one of whom had hypertension and coronary sclerosis,

while his brother gave normal cardiovascular findings. Their early environment was similar. Their contrasting personalities and the cardiovascular differences were the only divergences observed. The patient was by far the more dynamic, aggressive, social, ambitious and tense, and he was a speed-up trainer for clerks. He was conscientious and a worrier, suppressed his feelings, especially hostile ones. He probably had some inferiority feelings in connection with his brother. The healthy twin did better in school, was less tense and excitable, let out his anger, and got over it quickly. The evidence in this case suggests that psychological factors may have been of primary significance in causing the cardiovascular disease.—*M. E. Morse* (Baltimore, Md.).

1719. **Frosch, J., Steibel, E., Goldart, N., & Farber, R. A follow-up study of the precombat army psychiatric casualty.** *Amer. J. Orthopsychiat.*, 1943, **13**, 718–723.—In this study a follow-up was made of precombat casualties who were referred from the army to the Bellevue Hospital psychiatric department. Most of the group made an adequate vocational adjustment. The small percentage unemployed were still too severely ill to work.—*R. E. Perl* (New York City).

1720. **Griffiths, W. J., Jr. Absence of audiogenic seizures in wild Norway and Alexandrine rats.** *Science*, 1944, **99**, 62–63.—One hundred and forty-one wild rats were subjected to the audiogenic seizure-producing stimuli of air blasts, key jangling, and Galton whistle blasts. Seven were stimulated daily for 27 days. None showed any of the excitement or convulsive seizures or the retreating behavior commonly found in the laboratory bred rats subjected to the same stimuli. To account for the susceptibility of the domesticated animal to respond convulsively to such treatment, several factors are suggested, such as progressive inbreeding of a sensitivity to high frequencies; dietary deficiencies produced by laboratory diets; effects produced by confinement to small cages; lack of practice in meeting new situations; and endocrine changes.—*F. A. Mote* (Connecticut).

1721. **Halloran, R. D. Problems of neuropsychiatry in the United States Army.** *Med. Ann. Dist. Columbia*, 1944, **13**, 17–23.

1722. **Haugen, G. B. An approach to the mental hygiene–public health problem.** *Publ. Hlth Rep., Wash.*, 1943, **58**, 1211–1214.—A division of mental hygiene was established under the Oregon Board of Health in 1941 as a joint project with the University of Oregon Medical School. Emphasis in conducting child guidance clinics was changed from therapy to education with a noticeable drop in case loads as a result. In a demonstration community of 20,000, the Director of Public Health taught a course on handling the neurotic adult to 12 general practitioners. Eight received sufficient aid to diagnose and deal satisfactorily with minor mental hygiene problems, particularly the common anxiety states. It is estimated that in normal times 20% of the physicians in a given community will participate the first time the course is given and that in two years all physicians in the State of Oregon outside of Portland will be reached.—*C. L. Golightly* (Washington, D. C.).

1723. **Heaver, W. L. A study of forty male psychopathic personalities before, during and after hospitalization.** *Amer. J. Psychiat.*, 1943, **100**, 342–346.—The results of this study "definitely indicate that one of the most important psychodynamic elements affecting social maladjustment is the type of early environmental conditioning provided by a mother who overwhelms her son with her indulgence and solicitude, and by a father who is highly successful, driving, critical and distant."—*J. E. Zerga* (Avion, Inc.).

1724. **Heltman, H. J., & Peacher, G. M. Misarticulation and diadokokinesis in the spastic paralytic.** *J. Speech Disorders*, 1943, **8**, 137–145.—The authors compared 102 cases of spastic paralysis ranging in age from 4 to 23 years with a group of 159 nonspastic speech defectives ranging in age from 8 to 15 years. Comparisons were made on the basis of the incidence of articulatory errors and the rate of reciprocal movements of the lips, jaw, tongue, arms, and forefingers. Results show that the spastic group made more articulatory errors than the nonspastics. The rates of reciprocal movements were lower among spastics than among nonspastics. There was a negative correlation of −.64 between reciprocal movement rate and articulatory errors for the spastics. The rates of lip and tongue movement of the spastics were significantly greater with, than without, phonation.—*C. V. Hudgins* (Harvard).

1725. **Hendrick, I. Emergent concepts of modern psychiatry.** *Trans. N. Y. Acad. Sci.*, 1943, **6**, 42–57.—This discussion considers the current trend of psychiatric thought in light of Dr. Andros Angyal's concept of the "biosphere"—interaction of total organism with environment. The union of dynamic psychiatry, psychoanalysis, and psychosomatic medicine is but an example of "a trend which is transforming all science today, . . . to supplement precise study of the detail by less exact, but no less searching, and critical investigation of the larger unit."—*F. W. Finger* (Virginia).

1726. **Hengstler, W. H. Psychosomatic aspects of hypertension; a review of the literature.** *Minn. Med.*, 1943, **26**, 870–873.

1727. **J[ellinek], E. M. Sociology and the problems of alcohol: an introductory note.** *Quart. J. Stud. Alcohol*, 1943, **4**, 399–401.—The literature on alcohol contains much on the social history of addiction and many case histories, but very little has been done which has the frame of reference, the operational concepts, and the techniques of the sociologist.—*W. L. Wilkins* (U. S. Naval Reserve).

1728. **Jensen, M. B. Reading deficiency as related to cerebral injury and to neurotic behavior.** *J. appl. Psychol.*, 1943, **27**, 535–545.—Data from 22 cases of reading disability ("reading deficiency whose primary cause is organic") are used in the discussion of (1) the relation of reading deficiency to emotional blocking, (2) behavior characteristics associated with reading disability, and (3) the relation of reading deficiency to neurotic behavior.—*G. R. Thornton* (Purdue).

1729. **Kesselman, S. R. *Folie à trois*—psychosis of association.** *Psychiat. Quart.*, 1944, **18**, 138–152.—

A case of *folie à trois* is presented in which there is a clear paranoid situation involving three persons living in close relationship with each other. It is atypical in that the primary agent is the youngest of the three persons involved.—*G. W. Kisker* (U. S. Army).

1730. **Kolb, L., & others. The psychiatric significance of aging as a public health problem.** *Publ. Hlth Rep., Wash.*, 1942, Suppl. No. 168, 6–21.—This report is concerned primarily with a discussion of the psychoses, affecting the aged, due to cerebral arteriosclerosis and senile deterioration. Although loss of memory and thinking ability are mental symptoms common to both arteriosclerotic and senile psychosis, arteriosclerotic mental disease is characterized by decreased initiative, increased irritability, emotional instability, restlessness, suspiciousness, and delusions of jealousy. Aphasias, apraxias, and epileptiform attacks may also occur. The various symptoms superimposed on the gradually increasing memory defect in senile psychosis are: apathy, narrowing of interests, restlessness, irritability, suspiciousness, paranoid states, and delirious states. The extent of mental deterioration in both diseases is dependent upon the previous personality of the individual and his susceptibility to mental disease. Included in the report is material regarding the prevalence of mental diseases of the senium, the expectancy for mental diseases of the senium, sex differences, comparison with other countries, and prevention and treatment. Numerous tables and graphs are also presented.—*J. E. Zerga* (Avion, Inc.).

1731. **Kubie, L. S. The basis of a classification of disorders from the psychosomatic standpoint.** *Bull. N. Y. Acad. Med.*, 1944, **20**, 46–65.—With the purpose of bringing order into the chaos of terms used to characterize psychosomatic relationships, Kubie presents a schema based on stages of dissociation in somatization and having logical, physiological, and psychological implications. The 4 major groups, which form a continuous series of increasingly complex dissociation between physiological function and ideational content, involve organs of external relationship (ego organs); organs of internal economy (often giving rise to fantastic elaborations); organs of instinctual functions (body apertures, swallowing mechanisms, genital functions); and, lastly, the body as a whole (e.g., chronic invalidism). The major usefulness of this system is to indicate the final common path of the psychosomatic process. A codification of psychosomatic relationships for indexing is also given. It is constructed on the foundations of the Standard Classified Nomenclature of Disease and forms an additional category in the Standard Psychiatric Classification approved by the American Psychiatric Association. It is designed to be used with both.—*M. E. Morse* (Baltimore, Md.).

1732. **Lemkau, P., Tietze, C., & Cooper M. A survey of statistical studies on the prevalence and incidence of mental disorder in sample populations.** *Publ. Hlth Rep., Wash.*, 1943, **58**, 1909–1927.—The authors report critically on all major investigations in the field of mental hygiene conducted and published during the last 15 years. Findings of 5 studies of prevalence in sample populations of Germany, Denmark, and the United States are compared for schizophrenia and manic-depressive psychosis. Concerning incidence, findings of genealogic studies in Germany and Switzerland are compared with estimates for New York State based on first admissions. This comparison covers schizophrenia, manic-depressive psychosis, and general paresis. The authors conclude that poor selection of sample populations and insufficient numbers of cases as well as differences in investigative methods, differences in fundamental concepts, and differences in diagnosis and classification tend to make the available studies of prevalence and incidence of mental disorder basically incomparable.—*C. L. Golightly* (Washington, D. C.).

1733. **Lentino, P. Um caso de neurose obcessiva curado pela psicanálise.** (A case of obsessional neuroticism cured by psychoanalysis.) *Rev. Neurol. Psiquiat. S. Paulo*, 1943, **9**, 117–119.—Abstract and discussion.

1734. **Levine, A. Enuresis in the Navy.** *Amer. J. Psychiat.*, 1943, **100**, 320–325.—This is a report on an investigation of 150 cases of enuresis among recruits at the Norfolk Naval Training Station. It was found that enuresis is a manifestation of a deep-seated personality disturbance. Such neurotic symptomatology as somnambulism, nightmares, severe nail biting, and nervousness was often present. Apparently the most common etiological factor in the causation of enuresis is the lack of security.—*J. E. Zerga* (Avion, Inc.).

1735. **Masserman, J. H. Dominance, neurosis and aggression.** (Film.) Chicago: University of Chicago, Division of Psychiatry, 1943. 2 reels, approximately 700 ft., silent. $45.—Animals trained to compete for food after a conditional signal form a stable hierarchy in which the dominant individuals secure the food without fighting. However, when the animals are made neurotic by experimental means they promptly fall to the bottom of the hierarchy and thereafter displace their internally conflictful drives into aggressivity directed against members of the hierarchy now above them. Amytal temporarily mitigates the neurosis and restores nonaggressive dominance. Concluding subtitles summarize the psychodynamic interrelationships of neurosis and aggression.—*J. H. Masserman* (Chicago).

1736. **Masserman, J. H. Experimental neuroses and psychotherapy.** (Film.) Chicago: University of Chicago, Division of Psychiatry, 1943. 4 reels, approximately 1600 ft., silent. $90.—Part I. The apparatus and methods are briefly presented. Experimental neuroses are induced in cats by the method of motivational conflict, and the typical symptomatic patterns (anxiety states, inhibitions, phobias, compulsions, regressive behavior, etc.) are illustrated. Part II. The effects of environmental frustration are compared with those of motivational conflict. The psychobiologic dynamisms of experimental neuroses are then analyzed and applied to three methods of "psychotherapy": diminution of drives; the employment of "transference" relationships; and the use of environmental press. Part III. Two other methods of experimental therapy are presented: "social example" and spontaneous work-

ing-through of the neurotic conflict by the animal. Principles and conclusions applicable to human psychopathology are summarized in the final subtitles.—*J. H. Masserman* (Chicago).

1737. **Masserman, J. H. Neurosis and alcohol.** (Film.) Chicago: University of Chicago, Division of Psychiatry, 1943. Approximately 600 ft., silent. $40.—Cats were trained to open a box for food, then to feed only after specific sensory signals, and finally to manipulate a switch in various positions to actuate their own feeding signals. When alcohol was administered, these patterns disappeared in the order of recency and decreasing complexity of integration until only the original, primitive feeding reactions remained. After recovery, the animals were subjected to a severe motivational conflict, and developed somatic manifestations of anxiety, inhibitions, phobias, motor disturbances, loss of dominance, and other neurotic abnormalities. Alcohol again disintegrated these complex reactive patterns, alleviated the manifestations of anxiety, restored direct goal-behavior, and thereby temporarily relieved the neurosis. Some animals continued to prefer alcohol to nonalcoholic drinks until their neuroses were cured by this means or through various experimental procedures.—*J. H. Masserman* (Chicago).

1738. **Oettinger, K. B. Mental hygiene and the nurse.** *Amer. J. Nurs.*, 1943, **43**, 1091–1094.

1739. **Rabin, A. I. Fluctuations in the mental level of schizophrenic patients.** *Psychiat. Quart.*, 1944, **18**, 78–91.—A test-retest of 30 schizophrenics was compared with a test-retest of 30 nonschizophrenic state hospital patients on the Wechsler-Bellevue scale. A mean interval of 13 months existed between tests for both groups. It was found that the majority of the schizophrenics show a rise in mental level, with a comparative stability in the verbal scale and considerable change in the performance scale. Schizophrenic thought disturbance is most clearly shown in the poor coefficient of correlation on the comprehension test.—*G. W. Kisker* (U. S. Army).

1740. **Sarason, S. B. The use of the Thematic Apperception Test with mentally deficient children. II. A study of high grade boys.** *Amer. J. ment. Def.*, 1943, **48**, 169–173.—The Thematic Apperception Test was given to a group of twelve mentally deficient high-grade boys, 15 to 36 years of age. The average intelligence quotient was 63 with a range from 45 to 76. In comparing results between the subjects of this study and an earlier one of mentally deficient high-grade girls of similar socioeconomic background (see 17: 3150), a difference of degree rather than of kind is observed. Aggression, rejection, ambivalence toward the parents, guilt, and fear of loneliness are the prevalent themas. The writer believes this projective technique has clinical value and can be, in many cases, as revealing of the more or less unconscious attitudes of high-grade mental defectives as of those of normal individuals.—*S. Whiteside* (Cincinnati Public Schools).

1741. **Simon, J. L. The myokinetic psychodiagnosis of Dr. Emilio Mira.** *Amer. J. Psychiat.*, 1943, **100**, 334–341.—This is a general discussion of Dr. Mira's new diagnostic and prognostic technique for detecting the psychopathic personalities as well as the potential leaders among a group of individuals. The myokinetic psychodiagnosis (M.P.D.) is based on Mira's principle of psychomyokinesis which he states as follows: "Psychological space is not neutral; all the movements of the individual acquire a peculiar meaning according to the direction in which they are performed. As E. Strauss expresses it, 'Muscular contraction is a process within the organism, but movement itself is a function of the relationship between the individual and his world.' Mental activity may in turn be considered a succession of acts implying *postural* changes; whenever the mental equilibrium is disturbed, there will be a corresponding distortion of movements evident to the degree that any voluntary attempt at compensation is eliminated. Consequently, if an individual is requested to perform small oscillatory movements in the fundamental directions of space without visual control, the observed shifts will be indicative of the predominant muscular patterns and will furnish insight as to his fundamental attitudes of reaction."—*J. E. Zerga* (Avion, Inc.).

1742. **Stevenson, G. S. Psychiatry and the war.** *Amer. Scholar*, 1943, **12**, 505–507.

1743. **Timofeev, N. N. [Organization of psychiatric services in battle areas.]** *Vo-sanit. Dïelo*, 1943, No. 1, 25–34.—[Abstracted review; original not seen.] The author compares psychiatric work in the Russian Army during World War I with that in World War II. Taking into consideration the mobility and fluidity of the front in the present conflict, the field psychiatric unit has five main functions: (1) classification of psychiatric casualties, (2) treatment of cases who can be helped within four to six weeks, (3) prevention of evacuation of mild neurotics, (4) consultation services to medical installations and rehabilitation centers, and (5) consultation services to regimental field hospitals with a small psychiatric ward. More serious psychiatric cases require specialized psychiatric hospitals which provide intensive treatment. The author describes the operation, methods, and results of a psychiatric unit located near the firing line. The advantages of treating neurotic cases as a separate group are indicated.—*L. C. Mead* (Tufts).

1744. **Van Amberg, R. J. A study of women psychopathic personalities requiring hospitalization.** *Psychiat. Quart.*, 1944, **18**, 61–77.—A study was made of 34 women patients hospitalized for troublesome psychopathic traits. Each patient's training was appraised in terms of preparation for future responsibilities and difficulties. Patients were found to fall into the following categories: the antisocial group, the overly indulged group, the almost adequate group, and the sexual group. The four groups had a common point in that the reactions to meeting difficult situations are similar. Examples of each type are presented.—*G. W. Kisker* (U. S. Army).

1745. **Weigert, E. V. Women in wartime: disabilities and "masculine" defense reactions.** *Psychiatry*, 1943, **6**, 375–379.—To show the heavy demands made by war upon the morale of women, three brief case histories are cited and discussed to show the mixtures of features characteristic of

women in general and the specifically pathological trends in their reactions to wartime conditions.—*M. H. Erickson* (Eloise Hospital).

1746. **Wexberg, L. E., & others. Nutritional deficiencies as factors in mental disorders.** *Publ. Hlth Rep., Wash.*, 1942, Suppl. No. 168, 53–63.—Although nutritional deficiency has become of increasing importance as a causative factor in neuropsychiatric disorders, the faulty conclusion should not be drawn from therapeutic successes that vitamin deficiency is the cause of the disease. The only conclusion justified is that some metabolic disorder is an essential factor in the disease process.—*J. E. Zerga* (Avion, Inc.).

1747. **Whitaker, E. de A. Alucinose alcoólica e debilidade alucinatória dos bebedores. Alguns casos clínicos.** (Alcoholic hallucinosis and hallucinatory debility of drinkers; some clinical cases.) *Rev. Neurol. Psiquiat. S. Paulo*, 1943, **9**, 109.—Abstract and discussion.

1748. **Wolberg, L. R. The "spontaneous" mental cure.** *Psychiat. Quart.*, 1944, **18**, 105–117.—There is a mistaken belief that neuroses are seldom terminated by spontaneous recoveries. Actually the organism itself frequently halts a distinctive emotional process. The phenomena of a spontaneous recovery are the same as those seen when the cure is brought about by means of psychotherapy. Recovery in either case is permanent only insofar as there is a real change in the character structure of the individual and in the orientation of the patient's relationships with the world, with others, and with himself.—*G. W. Kisker* (U. S. Army).

1749. **Yahn, M., & Cardoso, W. Convulsoterapia em alguns casos de delírios crônicos dos alcoolistas.** (Shock therapy in some cases of chronic alcoholic delirium.) *Rev. Neurol. Psiquiat. S. Paulo*, 1943, **9**, 113–115.—Abstract and discussion.

1750. **Zilboorg, G. Psychosomatic medicine: a historical perspective.** *Arch. Neurol. Psychiat., Chicago*, 1943, **50**, 733–734.—Abstract.

[See also abstracts 1561, 1611, 1674, 1675, 1680, 1681, 1690, 1699, 1753, 1754, 1773, 1778, 1810, 1813, 1831, 1843, 1931, 1939, 1942, 1945, 1947.]

PERSONALITY AND CHARACTER

1751. **Atkin, I. Raskolnikov: the study of a criminal.** *J. crim. Psychopath.*, 1943, **5**, 255–280.—An interpretation is given of this character in Dostoevsky's *Crime and punishment* as one who is at odds with his environment. The sociological approach is more illuminating than if he were considered as isolated from his social tradition. There is no reliable evidence that he was insane. Alyona Ivanovna, whom he murdered, was a symbol of his exploiters in a society which tortured and humiliated him. Raskolnikov was not conscious of remorse because his mind lacked integration resulting in anxiety and unhappiness. The social origin of his misery, humiliations, and poverty must be fully recognized. His Napoleonic theory foreshadowing fascist ideologies was a sign of superabundant strength and energy and not a compensation for inferiority as in the case of Nietzsche. Raskolnikov's conflict with society was not and could not be solved by the murder. The contemporary social pessimism contributed to his brooding. He suffered his Siberian exile "as a punishment to assuage his unconscious remorse." Although he recognized his guilt he could not understand the significance of his crime, partly because of the prevailing concept of punishment and the failure of society to realize its obligations and responsibilities in the causation of crime.—*P. S. de Q. Cabot* (United Drug Co.).

1752. **Hertz, M. R. Personality patterns in adolescence as portrayed by the Rorschach method: IV. The "Erlebnistypus" (a typological study).** *J. gen. Psychol.*, 1943, **29**, 3–45.—Twelve- and 15-year-old groups were differentiated into *Erlebnistypen* according to a preconceived plan of classification. Comparison was made of these groups to determine the more prominant types in each age and sex group; comparison was also made of each individual case at 12 and 15 years in order to study constancy or change during the period. Age and sex groups were studied in terms of the changes in the movement and color factors which go to make up the ratio for the *Erlebnistypen*. The data indicate changes frequently taking place in the personality of children in this age group, which, however, should not be interpreted as indicating the lack of an underlying personality structure. These shifts take place during the years in which sexual maturity has been achieved or is about to be attained, and may be said to be associated with maturity, and hence indicative of it.—*M. E. Holen* (Brown).

1753. **Hewitt, C. C. A personality study of alcohol addiction.** *Quart. J. Stud. Alcohol*, 1943, **4**, 368–386.—The chief group included in this study was one of 37 men members of Alcoholics Anonymous, who are compared with 12 moderate drinkers, 6 heavy drinkers from the workhouse, and 9 women, 2 of whom were with Alcoholics Anonymous. Scores are reported on the various scales of the Minnesota Multiphasic Personality Schedule. The most significant deviation was on the psychopathic deviate scale. Low scores on the masculinity-femininity scale suggest that neither latent nor overt homosexuality is typical of addicts in general. Nearly all the addicts showed marked deviation often associated with neurotic, paranoid, or schizoid trends. The significance of the treatment given by Alcoholics Anonymous is discussed.—*W. L. Wilkins* (U. S. Naval Reserve).

1754. **Kisker, G. W. The Rorschach analysis of psychotics subjected to neurosurgical interruption of the thalamo-cortical projections.** *Psychiat. Quart.*, 1944, **18**, 43–52.—Twenty patients subjected to bilateral prefrontal lobotomy were studied pre- and postoperatively by means of the Rorschach test. While the changes which were observed were not very great, the approach made possible a more adequate evaluation of the behavorial changes following psychosurgery.—*G. W. Kisker* (U. S. Army).

1755. **Kluckhohn, C., & Mowrer, O. H. "Culture and personality": a conceptual scheme.** *Amer. Anthrop.*, 1944, **46**, 1–29.—A schema for the analysis of the determinants and the components of personality is presented here. The determinants, those forces influencing the social stimulus value of an

individual, have been subdivided into universal (e.g., gravity, death), communal (e.g., climate, endemic disease), role (e.g., age and sex), and idiosyncratic (e.g., automobile accidents, peculiarities of stature). All include biological, cultural, physical, environmental, and social elements which are inseparable in their effects on personality. The components or traits of personality form similarly into universal (characteristic of the species), communal (for the members of a given society), role, and idiosyncratic categories. They are reached according to the level of analysis that one wishes to undertake.—*L. M. Hanks, Jr.* (Bennington).

1756. **Lander, J., & Kohn, H. M. A note on tattooing among selectees.** *Amer. J. Psychiat.*, 1943, **100,** 326–327.—An interview investigation and statistical comparison of tattooed and non-tattooed men at an induction station warranted the conclusion that psychopathy or social or emotional maladjustment is significantly higher among tattooed than among non-tattooed men.—*J. E. Zerga* (Avion, Inc.).

1757. **Long, H. H. Tested personality adjustment in Jewish and non-Jewish groups.** *J. Negro Educ.*, 1944, **13,** 64–69.—The Bell Adjustment Inventory was administered to 150 Jewish and non-Jewish students referred to the Detroit Mental Hygiene Clinic. A comparison was made of the adjustment of the two groups as measured by this scale. The Jewish group showed a poorer home adjustment than the non-Jews, but no significant differences were found in social, emotional, or health adjustment. The relatively inferior home adjustment of the Jews is attributed to family conflicts in the process of acculturation.—*A. Burton* (Calif. State Personnel Bd.).

1758. **Luke, Brother. The Rorschach method applied to delinquent and non-delinquent boys; summary of research.** *Bull. Canad. psychol. Ass.*, 1943, **3,** 52–53.—Responses to the Rorschach inkblots were compared in a group of 80 unselected delinquents and an equivalent control group. The results are interpreted to signify that the delinquents tend to try less hard and be less self-critical; to be more aggressive and obstinate; to have an inferior mentality; to be more afflicted by anxiety, fantasy, and inferiority complex; and to have, in general, less rich personalities.—*F. W. Finger* (Virginia).

1759. **Murray, H. A. Thematic apperception test.** Cambridge, Mass.: Harvard University Press, 1943. 31 cards; manual. $5.00.—This is the third revision of the original set of thematic pictures. There are 4 sets of pictures divided according to sex and age: one each for boys and girls under 14, and a set each for males and females over 14. Each set consists of 19 pictures plus one blank card. In an accompanying manual the purpose, utility, and rationale of the test are presented. The administration is divided into two sessions in the first of which 10 cards are presented with the direction "to make up as dramatic a story as you can for each." In the second session 10 additional cards are presented with the instruction to "disregard the commonplace realities and let your imagination have its way, as in a myth, fairy story, or allegory." Additional directions for children, for adults of little education or intelligence, and for psychotics are given. The use of a subsequent interview is discussed. The method of content analysis is that of analyzing each successive event into forces emanating from the hero (central character) and the environment. Criteria for distinguishing the central character and the complications arising from double or more identifications are outlined. Murray gives his own method of analysis in terms of needs, press, simple and complex thema. A way of quantifying "the strength of each variety of need and of each variety of emotion" by means of a 5-point scale is discussed and illustrated.—*S. B. Sarason* (Southbury Training School).

1760. **Norris, R. Personality ratings of high-school pupils in relation to their success in school.** *Sch. Rev.*, 1944, **52,** 33–40.—The range of scores on a grade index of school success for 478 sophomores is the same for both boys and girls, although the median score of the girls is superior. A personal rating index comprising 7 traits shows a wider range for boys than for girls, with median scores of 2.09 and 2.27 respectively. Correlations between grade index and personal rating index, co-operation index, and dependability index vary only slightly. Similar data in the case of 225 seniors reveal median grade indexes of 2.12 and 2.51 for boys and girls, respectively. Median personal rating indexes favor the girls, 2.41 as compared with 2.08 for the boys. Correlations between grade index and Terman Group Test scores are higher in the senior class. There is little indication of consistent improvement in personality traits through the four years of school, the growth being limited mainly to the below-average pupils.—*R. C. Strassburger* (St. Joseph's College for Women).

1761. **Yawger, N. S. The Rorschach ink-blot tests.** *Philadelphia Med.*, 1943–1944, **39,** 548–551.—Yawger describes the historical development of the test, methods of application and scoring, and training of workers. Its rapidly extending usefulness is shown by the acceptance of skilled Rorschach workers for military service in the United States, Canada, England, and Germany.—*M. E. Morse* (Baltimore, Md.).

[See also abstracts 1562, 1700, 1718, 1734, 1740, 1744, 1775, 1828, 1871, 1878, 1879, 1890, 1900, 1904, 1919, 1932.]

GENERAL SOCIAL PROCESSES

(incl. Esthetics)

1762. **Bacon, S. D. Sociology and the problems of alcohol: foundations for a sociologic study of drinking behavior.** *Quart. J. Stud. Alcohol*, 1943, **4,** 402–445.—Reviewed are the fundamental concepts of scientific sociology necessary for an understanding of drinking behavior and its variations. Necessary steps in the study of the problems of alcohol in general are outlined, and recommended is the study of drinking behavior in the community, utilizing a carefully selected community to insure scientific validity. This study should include all the usual techniques (especially field study), possibly participant observation, a survey of organiza-

tions concerned with drinking, and careful questionnaire studies.—*W. L. Wilkins* (U. S. Naval Reserve).

1763. **Berkowitz, S. Techniques of intake interviewing in marital problems.** *Family*, 1943, **24**, 209–214.

1764. **Bidney, O. On the concept of culture and some cultural fallacies.** *Amer. Anthrop.*, 1944, **46**, 30–44.—Culture is conceived by one school of social scientists as communicable knowledge which has no independent existence apart from man. Another group conceives it as the social heritage in which man plays a passive, accepting role. The author advocates considering culture as the product of human creativeness in its reaction to the world. Its continuity comes from transmission and invention. It contains both behavioral and ideal components which have no power in themselves to initiate change, though they form the conditions of change in behavior. Such a view is said to avoid the dilemma of deciding whether culture is the way people act or the way people say they act. It also answers the question whether culture is an active force, whether it has its own independent laws, and whether it is basically determined by biological, social, or geographical factors.—*L. M. Hanks, Jr.* (Bennington).

1765. **Bogardus, E. S. Culture conflicts in relocation centers.** *Sociol. soc. Res.*, 1943, **27**, 381–390.—The broadest conflicts among the Japanese interned in relocation centers are between first-generation Japanese (Issei) and Americans of Japanese ancestry (Nisei). Among the Nisei, conflicts occur between those educated in Japan and those educated in the United States. Other conflicts are described, including those arising from occupational and rural-urban differences. The author finds that these problems are being ably handled by the War Relocation Authority.—*S. S. Sargent* (Barnard).

1766. **Embree, J. F. Resistance to freedom—an administrative problem.** *Appl. Anthrop.*, 1943, **2**, No. 4, 10–14.—Resistance to moving away from relocation centers has been observed among Japanese-Americans. This resistance is attributed to feelings of insecurity in the face of anticipated discrimination and rupture of the family. Secure status within the social structure of the camp acts as an additional deterrent.—*L. M. Hanks, Jr.* (Bennington).

1767. **Fauset, A. H. Black gods of the metropolis; Negro religious cults of the urban North.** Philadelphia: University of Pennsylvania Press, 1944. Pp. x + 126. $2.00.—Five cults were chosen for study because they provide opportunity to observe the range of cult practice among urban Negroes and because they were among the most important of their respective types. The cults studied were: Mt. Sinai Holy Church of America, Inc.; United House of Prayer for all People (Bishop Grace); Church of God (Black Jews); Moorish Science Temple of America; and Father Divine Peace Mission Movement. Each sect is individually described and then the five are reviewed in a comparative study. The appeals of the cults and their functioning as institutions are analyzed. The data are applied in an analysis of "the Negro and his religion." Among the conclusions are that "it is a fair inference that the apparent over-emphasis by the American Negro in the religious sphere is related to the comparatively meager participation of Negroes in other institutional forms of American culture," and that "the Negro church is still to be reckoned with as a positive factor in the further social, political, and economic development of the American Negro."—*E. L. Hartley* (College of the City of New York).

1768. **Green, A. W. Duplicity: yesterday, today, and tomorrow.** *Psychiatry*, 1943, **6**, 411–424.—Duplicity, defined as the manipulation of others to satisfy privately defined goals at variance from the goals expressed, has been associated historically only on a wide scale with powerful institutions such as the state and the church. However, duplicity in personal relations has increased at a tremendous rate in the past few decades, as witnessed by the growing present-day use and influence of the radio, the cinema, and the press. Discussion is offered of the techniques of duplicity employed, the effect upon the personalities being manipulated and deceived, the effects of the practice of duplicity upon the manipulators, and the total effects upon the societal structure.—*M. H. Erickson* (Eloise Hospital).

1769. **Harding, C. F., III. Objective studies of the social behavior of animals.** *Appl. Anthrop.*, 1943, **2**, No. 4, 21–39.—A review, with bibliography, of animal sociology is given, with reference mainly to the topics of organic and environmental changes relating to social behavior, social facilitation, social grouping, and dominance-submission behavior.—*L. M. Hanks, Jr.* (Bennington).

1770. **Henrikson, E. H. A note on voice recordings.** *J. Speech Disorders*, 1943, **8**, 133–135.—A group of 50 students were asked, after recording samples of their speech, to rate the samples in terms of pitch, rate, and loudness. Four instructors were also asked to rate these speech samples. The results indicate that students hearing recordings of their own speech show wide differences in their judgments of pitch, rate, and loudness. There was little or no agreement among the four instructors as to the interpretations of the meaning of these differences.—*C. V. Hudgins* (Harvard).

1771. **Hill, W. W. Navaho humor.** *Gen. Ser. Anthrop.*, 1943, No. 9. Pp. 28.—Examples are offered of Navaho humor classified as ridiculous, obscene, literary, and institutionalized. This humor is compared briefly with that of other Southwestern Indians and with that of Europeans.—*L. M. Hanks, Jr.* (Bennington).

1772. **Humphrey, N. D. On assimilation and acculturation.** *Psychiatry*, 1943, **6**, 343–345.—Assimilation, a sociopsychological phenomenon, is a process by which the individual as a person comes predominantly to accord his conduct to the meanings of a new culture. Acculturation, another but related type of phenomenon, is not referable to persons or to people but is a superorganic process in which cultural elements in contact merge and fuse. Illustration is given of assimilative and acculturative processes furnished by study of immigrant Mexicans in Detroit.—*M. H. Erickson* (Eloise Hospital).

1773. **Hutchinson, E. D. The phenomenon of insight in relation to religion.** *Psychiatry*, 1943, **6**, 347–357.—The author continues his studies on insight (see **14**: 331, 5991; **15**: 3427; **16**: 4300; **17**: 2179), by dealing with the application of insightful or intuitive thought to religion. Topical headings are: mysticism, prayer, conversion, belief, and intellectualism and emotionalism—a synthesis.—*M. H. Erickson* (Eloise Hospital).

1774. **Janis, I. L. Meaning and the study of symbolic behavior.** *Psychiatry*, 1943, **6**, 425–439.—Studies of symbolic behavior fall properly into the field of science of communication, since data from a large number of social sciences are necessary to confirm basic hypotheses of symbolic behavior. Discussion is given and classification offered of the variables entering into the communication situation, and these are analyzed in detail under the following topical headings: the role of content analysis, types of content analysis procedures, semantical content analysis, meaning for whom, semantical significations, valuational signs, criticisms of pragmatical content analysis, and reducibility of semantical content analysis to sign-vehicle analysis.—*M. H. Erickson* (Eloise Hospital).

1775. **Johnson, W. People in quandaries.** *Etc. Rev. gen. Semant.*, 1943–1944, **1**, 69–79.—Personal difficulties arise as people set themselves impossibly high goals on a verbal level, fail to reach them, and then become demoralized. Language structure helps determine the structure of civilization and serves as the medium whereby the individual interiorizes the culture structure. "It is in its deliberate and systematic concern with the techniques of inquiry that one may most readily find the distinguishing features of general semantics and the degree of promise which it holds for the emancipation of the future from the misfortunes of the past, in our lives individually no less than in the cooperative adventure that men call civilization."—*R. B. Ammons* (San Diego).

1776. **Kelly, F. K., & Rossman, M. The "GI" and the rumor.** *Infantry J.*, 1944, **54**, No. 2, 37–38.—The development of rumors within the service is illustrated with three examples. The authors believe that "the underlying insecurity of the soldier may account for the grotesque shape and wishful nature of many rumors that circulate throughout armies." It was their experience that many rumors which they encountered could have been checked had more careful attention been given by authorities to two of Allport's control principles: namely, that, whenever possible, future objectives should be clearly stated and that full information should be made accessible to all concerned.—*N. R. Bartlett* (U. S. Naval Reserve).

1777. **Lazarsfeld, P. F., & Merton, R. K. Studies in radio and film propaganda.** *Trans. N. Y. Acad. Sci.*, 1943, **6**, 58–79.—The effect of propaganda devices must be determined by breakdown and actual tryout, not by intuition based on one's own reactions. In content-analysis the propaganda document is scrutinized to ascertain probable responses to its various aspects; for this may be employed symbol-count, one-dimensional classification of symbols, item-analysis, thematic analysis, structural analysis, and campaign analysis. Response-analysis is designed to determine actual responses to the propaganda devices, e.g., by means of interview. Such studies have revealed several sources of error in designing propaganda: erroneous appraisal of the "set" of the audience, the heterogeneity of the audience, the inclusion of contrary themes, and misplaced exemplification. The public sophistication and rejection of obvious propaganda may to a degree be combatted by "the propaganda of facts," the use of concrete incident rather than exhortation.—*F. W. Finger* (Virginia).

1778. **Leighton, A. H., Spicer, E. H., & others. The psychiatric approach in problems of community management (from a study of a Japanese relocation center).** *Amer. J. Psychiat.*, 1943, **100**, 328–333.—"Some general aspects of the management of human society are discussed and it is pointed out that basic knowledge concerning human behavior must be incorporated in public administration as well as matters of supplies, wages and man-hours of labor. It is stressed that planning is too often based on an idealized concept of an economic and logical man, rather than based on a realistic appraisal of how man actually behaves and what common forces motivate him."—*J. E. Zerga* (Avion Inc.).

1779. **Livesay, T. M. The relation of economic status to 'intelligence' and to the racial derivation of high school seniors in Hawaii.** *Amer. J. Psychol.*, 1944, **57**, 77–82.—Intelligence, in this study of 1,383 high-school seniors, was determined from the test scores on the American Council test; economic level was determined from the father's yearly income, classified as follows: Group I, less than $1500; Group II, $1500–$4999; and Group III, $5000 and up. It was found that the average raw test score for children whose fathers' incomes fell in Group I was 113.67; Group II, 135.38; and Group III, 186.54 points. Although variability was large (SDs = 44.10, 53.37, 53.01 respectively) and there was much overlapping, the differences in all cases are completely reliable. The r between fathers' incomes and test scores was $.404 \pm .015$. Classification in terms of racial stock shows the Caucasian, Caucasian-Hawaiian, and Portugese groups to be largely represented in the favored economic group, with Japanese, Filipino, and Korean in the least favored group, though again there was much overlapping.—*D. E. Johannsen* (Skidmore).

1780. **Loeb, E. M. Primitive intoxicants.** *Quart. J. Stud. Alcohol*, 1943, **4**, 387–398.—The psychology of tribal drinking is considered from the viewpoint of the study of acculturation by substitution, and the literature surveyed for instances of tribal drinking. Where a people have agriculture and drink intoxicating beverages as an intermittent tribal ritual, there can be no suspicion that the tribe as a whole is psychologically unbalanced in reference to the trait of drinking. Secular drinking among primitives, however, suggests a pathological attitude on the part of the group, probably of fear or frustration. 40-item bibliography.—*W. L. Wilkins* (U. S. Naval Reserve).

1781. **Masserman, J. H. The dynamics of competition.** (Film.) Chicago: University of Chicago, Division of Psychiatry, 1943. 1 reel, approximately

300 ft., silent. $25.—Groups of cats trained to manipulate a switch for food develop patterns of co-operation, dominance, or parasitism that parallel those in human interpersonal relationships.—*J. H. Masserman* (Chicago).

1782. **Montagu, M. F. A. Relation between body-size, waking activity, size of eyeballs, and the origin of social life in the primates.** *Nature, Lond.*, 1943, **152**, 573–574.—There is an almost perfect relationship in primates between body size, kind of primary social group, waking or sleeping activity habits, and size of eyes. This correlation may be interpreted as follows: increase in body size and weight may have been important in releasing early anthropoids from nocturnal habits, allowing them to come out and challenge larger animals; with the discarding of nocturnal habits, such as are found in smaller lemurs, eyeballs became smaller; and daylight activities resulted in more extended social relationships, as opposed to the solitude or small grouping in families among nocturnal primates. Thus we have a correlation of factors which is capable of interpretation.—*R. L. Solomon* (Brown).

1783. **Morani, A. L. Ensayo sobre la religiosidad femenina. Psicogénesis del sentimiento maternal.** (Essay on feminine religiosity. Psychogenesis of the maternal feeling.) La Plata, R. A.: 1941. Pp. 111.

1784. **Ogburn, W. F. [Ed.] American society in wartime.** Chicago: University of Chicago Press, 1943. Pp. 244. $2.50.—Essays are presented by 11 professors of sociology on the influence of war on various aspects of our society.—(Courtesy *Publishers' Weekly*).

1785. **Paget, R. A. S. The origin of language.** *Science*, 1944, **99**, 14–15.—A gesture theory is proposed to account for the fact (1) that many simple sounds bear closely related meanings in nearly all languages and (2) when a single sound is found to bear many different meanings (in the same language), these various meanings are found, in many instances, to be related. "Thus, the sound (or word) *ku* is the result of a sudden release of a tongue-to-throat closure, formed far back in the mouth, and a projection of the rounded lips—so as to form an elongated tube through which the voice flows. According to the gesture theory, this mouth gesture would be related to an originating hand-gesture from which the mouth-gesture was derived by unconscious sympathy of movement between man's hands and his mouth." In archaic Chinese 37 words and in Bohemian 51 words beginning with the *ku* sound were studied. This comparison and other evidence tend to support the hypothesis.—*F. A. Mote* (Connecticut).

1786. **Pratt, C. C. Music and meaning.** *Proc. Music Teach. nat. Ass.*, 1943, 113–117.—Music is the language of the emotions only in the sense that "music *sounds* the way emotions feel." The same formal pattern often exists in both the subjective (emotional) and the objective (sensory, i.e., musical) sphere.—*P. R. Farnsworth* (Stanford).

1787. **Quarles, J. T. Report of the committee on literature about music.** *Proc. Music Teach. nat. Ass.*, 1943, 141–156.—Among the titles listed in this report are several on psychology.—*P. R. Farnsworth* (Stanford).

1788. **Riezler, K. On the psychology of modern revolution.** *Social Res.*, 1943, **10**, 320–336.—The industrial age centralizes and simplifies the machinery of potential power, so that a ruthless minority, once established, cannot be dislodged from within. Potential power can be turned into actual power, and held, through the co-operation of three psychological groups: (1) embittered outcasts from their social, economic or ideological groups who, in a crisis, join forces under the guise of a popular movement, (2) fools, i.e., persons terrified by the unknown, who simplify and accuse, hiring someone to rescue them, and (3) experts, who accept any leader giving them their opportunity. The fools hire an outcast to handle the masses. He rides into power on the crest of an emotional movement and holds it through technical (including military) superiority. The popular movement is purged into an authoritarian regime centering in a secret police, who eventually win out. Fools and experts are similar in all countries, but in a democracy fools are unlikely to hire an outcast to attack it. Nevertheless, before the crucial test no country knows the strength of its civic virtues, and it cannot be asserted that any industrial country could stand defeat in total war without a breakdown in its social order.—*M. E. Morse* (Baltimore, Md.).

1789. **Sappenfield, B. R. Group differences in social attitudes.** *Psychol. Rec.*, 1943, **5**, 289–305.—The author has studied religious and political preferences and the nativity of parents as related to formation of social attitudes. The significance of differences in attitudes of the different religious and political groups and groups of different nativity of parents toward communism, the constitution, Germans, Chinese, the war and treatment of criminals is indicated. Each of subgroups studied, i.e., Catholics, Protestants, Republicans, etc., was not homogeneous with respect to the other variables, and thus the author limits his conclusions to the individuals studied.—*C. G. Mueller* (Brown).

1790. **Schoen, M. Bibliography of experimental studies in the psychology of music.** *Proc. Music Teach. nat. Ass.*, 1943, 184–187.—Sixty-three titles are arranged under the following subheads: musical effects and responses, musical aptitudes and tests, artistic singing, and rhythm. The bibliography continues those of the *1940* and the *1941 Proceedings* (see **15**: 3524, **17**: 244).—*P. R. Farnsworth* (Stanford).

1791. **Schultz, R. S. A study of values.** *Person. J.*, 1944, **22**, 308–310.—This is a report of the results on the Vernon-Allport Study of Values given to 50 technical graduates who had been deferred from military service. About 60 % think: the abolition of war is an illusory ideal; educational policies of the public schools should develop co-operativeness and a spirit of service; contemporary charitable policies do not undermine individual initiative and should be continued; and it is just for a small proportion of the population to be very rich.—*M. B. Mitchell* (U. S. Naval Reserve).

1792. **Speier, H. Nazi propaganda and its decline.** *Social Res.*, 1943, **10**, 358–377.—The pres-

entation of all events (except atrocities and starting the war) as consequences of Nazi initiative is the outstanding characteristic of German domestic propaganda. It rests on the success of German arms and will face insuperable obstacles when they are defeated. Its methods were developed during the party's rise to power. During the early part of the war it was devoted to Hitler's apotheosis, illumination of the hidden meaning of German history, substitutes for lost traditions, and ecstacy of vicarious participation by the people. The phase of beginning disasters was signaled by defensive discussion of German casualty figures, theatrical appeals to sacrifice, musical escapism, horrifying predictions, and threats of revenge. This strategy of gloom reached a climax when Stalingrad fell and the Nazis were forced to sacrifice their most vital claim—initiative and infallibility. The Führer image also had to be humanized by modifying his infallibility into the suffering of a compassionate genius wrestling with fate. The Nazi-centric picture of the world has disintegrated.—*M. E. Morse* (Baltimore, Md.).

1793. **Squires, J. C. Studies of twins in the social sciences.** *Nature, Lond.*, 1943, **152**, 437–440.—From the results of various studies of fraternal and identical twins which are aiding us to solve what Galton posed as the nature versus nurture problem, "it can be seen that no simple answer can be given. The functions and values of heredity and environment are completely interwoven, and are not, as has been asserted by some people, intrinsically antagonistic. They vary in relative importance in regard to specific and general traits; but it can be said that, while both heredity and environment contribute to intelligence and the physical qualities of an individual, the contribution of heredity is several times that of environment."—*R. L. Solomon* (Brown).

1794. **Weller, F. L. Student attitudes on marriage partners.** *Sociol. soc. Res.*, 1942, **26**, 512–524.—Church of Brethren student attitudes on marriage are compared with those of non-Brethren students. In general the virtues demanded in a prospective spouse are the conventional ones, though a few differences between the two groups are noted.—*S. S. Sargent* (Barnard).

1795. **Wood, L. F., & Mullen, J. W. [Eds.] What the American family faces.** Chicago: Eugene Hugh Publishers, 1943. Pp. xxxi + 254. $3.50.—This is the report of a symposium on contemporary marriage and family problems, held at the University of Chicago in 1942. The 10 chapter headings include: an examination of the status and function of the family, the family and emotional security today, the child in a world at war, a general survey of existing programs of education for family life, education for family life in a church fellowship, counseling before marriage, husband-wife problems in a time of stress, parent-child problems, special problems accentuated in war time, and the church's responsibility for safeguarding the future of the family. The contributors include psychiatrists, sociologists, educators, social workers, and clergymen.—*F. W. Finger* (Virginia).

1796. **Wright, H. W. The concept of psychological environment applied to the process of "sublimation."** *Bull. Canad. psychol. Ass.*, 1943, **3**, 50–52.—The psychological environment includes not only the field of perception and action and the social field but also the so-called cultural environment. How these aspects of environment relate to human behavior is illustrated with relation to the concept of sublimation.—*F. W. Finger* (Virginia).

1797. **Yates, D. H. A practical method of using set.** *J. appl. Psychol.*, 1943, **27**, 512–519.—Several applications of intentionally aroused sets are described. In one instance an experiment was conducted with six pairs of amateur boxers; one of each pair was "psychologized"; five of the six "psychologized" boxers won. The method used in creating the desired set is summarized as follows: "(1) every effort is made to create an atmosphere which will produce conviction of success through the method; (2) the subject is shown how to relax; (3) slogan-like ideas are presented; (4) rest or sleep follows; and (5) occasion for success must be provided quickly." Comments are made concerning the relation of set as used here to hypnotic phenomena, suggestion, and habits. The need for experimental study of the phenomena discussed is suggested.—*G. R. Thornton* (Purdue).

[See also abstracts 1562, 1569, 1574, 1598, 1638, 1683, 1688, 1695, 1723, 1727, 1735, 1742, 1745, 1751, 1755, 1757, 1799, 1803, 1811, 1812, 1820, 1841, 1847, 1848, 1880, 1888, 1890, 1892, 1898, 1919, 1933, 1945, 1950, 1952.]

CRIME AND DELINQUENCY

1798. **[Anon.] Twelfth annual conference on delinquency prevention.** Springfield, Ill.: Department of Public Welfare, 1943. Pp. xiii + 302.—Psychologists will find interest in papers by E. W. Burgess, A. J. Carlson, M. Sherman, and M. L. Reymert.—*G. S. Speer* (Central YMCA College).

1799. **Bell, M. The trouble in these broken homes.** *Nerv. Child*, 1943, **3**, 53–58.—A brief review of the literature on broken homes and delinquency shows that the broken home is not positively associated with delinquency but that the broken home does produce children with other problems. The advantages of a family court in dealing with these problems are indicated.—*G. S. Speer* (Central YMCA College).

1800. **Castendyck, E., & Robison, S. Juvenile delinquency among girls.** *Social Serv. Rev.*, 1943, **17**, 253–264.

1801. **Coffey, E. P. Law enforcement aspects of the delinquency problem.** *Amer. J. Psychiat.*, 1943, **100**, 347–350.—This is a general discussion of the role of minors in the increase in crime during 1942. A statistical analysis is made of the types of crimes committed, and case histories of juvenile delinquency are presented.—*J. E. Zerga* (Avion, Inc.).

1802. **Cohen, I. E. The integration of restitution in the probation services.** *J. crim. Law Criminol.*, 1944, **34**, 315–321.—*L. M. Hanks, Jr.* (Bennington).

1803. **Darby, G. B. Delinquency in wartime.** *Welf. Bull. Ill. St. Dep. publ. Welf.*, 1943, **34**, No. 10, 15; 16–17.

1804. **Everett, R. H. Some highlights on juvenile delinquency.** *J. soc. Hyg.*, 1943, **29**, 521–525.—In the main, experience with juvenile delinquency during this war repeats that of 1917–1919, with the variants of zoot suiters, door-key children, more minors exposed to industrial hazards (including "easy money"), and tense interracial situations. An excerpt is given from OWI's Report on Juvenile Delinquency (October, 1943), which covers all sections of the country and is designed for general reference.—*M. E. Morse* (Baltimore, Md.).

1805. **Ferencz, B. B. Rehabilitation of army offenders.** *J. crim. Law Criminol.*, 1943, **34**, 245–247.—The general procedure in Rehabilitation Centers is described with reference to treatment of military prisoners who are considered redeemable.—*L. M. Hanks, Jr.* (Bennington).

1806. **Glover, E. [Dir.] Institute for the Scientific Treatment of Delinquency; report for the year ended 31st December, 1938.** *A. R. Inst. sci. Treatm. Delinq.*, [1939]. Pp. 33.

1807. **Harney, J. W. The analyses of respiratory criteria in deception tests: a possible source of misinterpretation.** *J. crim. Law Criminol.*, 1943, **34**, 268–273.—Pneumograph records were made during a period of decision when subjects had been instructed to perform a simple operation. The records contained curves characteristic of deception. True deception, it is advised, should be distinguished from situations involving a delayed response to questions.—*L. M. Hanks, Jr.* (Bennington).

1808. **Harney, J. W. Detection of deception bibliography; a bibliography of material which has appeared in the American Journal of Police Science.** *J. crim. Law Criminol.*, 1943, **34**, 274–275.—Twenty-seven titles are listed.—*L. M. Hanks, Jr.* (Bennington).

1809. **Johnson, B. [Chm.] Sex delinquency among girls; a report of the Committee on Sex Delinquency among Young Girls, which met in New York, November 23–24, 1942.** *J. soc. Hyg.*, 1943, **29**, 492–501.—This report of the American Social Hygiene Association is concerned particularly with communities which have large war industries or which are adjacent to military areas. Although data are fragmentary, reports from Army authorities, policewomen, and others agree that promiscuity has increased, especially among girls 12–16 years old. It is of an adventuresome character with a strong sociable element. General suggestions for a preventive program include self-directed adolescent recreation utilizing the natural idealism of youth and its desire to be associated with the strong and heroic and with the war effort, as well as the needs for recognition and adventure. Also needed are school services for problem children, sex education, parental education, enforcement of liquor laws, and intelligent and humane police activity. The best that can be hoped for at present is the initiation, due to the great public interest, of a long-range, fundamental program for the prevention of delinquency.—*M. E. Morse* (Baltimore, Md.).

1810. **Korey, S. R. The effects of benzedrine sulfate on the behavior of psychopathic and neurotic juvenile delinquents.** *Psychiat. Quart.*, 1944, **18**, 127–137.—A discussion is offered of the oral administration of benzedrine sulfate to psychopathic and neurotic delinquents. The use of the drug alone was found to be without value. As an adjunct to psychotherapy and group therapy, the method has very definite advantages.—*G. W. Kisker* (U. S. Army).

1811. **Kvaraceus, W. C. The social aspect of delinquent behavior.** *J. soc. Hyg.*, 1943, **29**, 526–527.—This is a statistical report on 761 delinquents referred to the Children's Bureau of the Board of Education of Passaic, N. J., during the past 5 years.—*M. E. Morse* (Baltimore, Md.).

1812. **Luddon, W. Anticipating cases of juvenile delinquency.** *Sch. & Soc.*, 1944, **59**, 123–126.—School records of 345 delinquents were compared with similar data assembled for 641 school children (grades 7–9) chosen as a control group. Substantial critical ratios establish 14 elements of the home and school environments as associated with delinquency. When the check lists are graded on the basis of the 10 factors most predictive of delinquency, it appears that a score of 3 or above comprises 26% of the nondelinquent and 69% of the delinquent groups.—*R. C. Strassburger* (St. Joseph's College for Women).

1813. **Selling, L. S. Specific war crimes.** *J. crim. Law Criminol.*, 1944, **34**, 303–310.—Of 97 blackout violators who were apprehended, only 11 were deliberate, and these were cases of psychopathic personality. Two of three cases of sabotage were probable German spies, while the third was a psychopathic personality. Stealing mainly concerns rationed commodities and is committed by the feeble-minded.—*L. M. Hanks, Jr.* (Bennington).

1814. **Taft, C. P. To attack delinquency: a 7-point program.** *J. soc. Hyg.*, 1943, **29**, 485–491.—Taft believes that young people are making a fine adjustment to an extremely difficult wartime situation, being intensely aware of the meaning of the war and making positive contributions to winning it. There are no reliable over-all statistics as to the rise of sex delinquency in girls; probably most of the stories are wildly exaggerated. The 7-point program consists of: education of parents to the needs of children; re-examination of the school curriculum and the purpose of education, day care, more vocational training; healthy recreation (youth centers); law enforcement (detention homes, juvenile aid bureaus); social protection, especially near military centers; and protection in employment.—*M. E. Morse* (Baltimore, Md.).

1815. **Wagley, P. V. Some criminologic implications of the returning soldier.** *J. crim. Law Criminol.*, 1944, **34**, 311–314.—Among the problems facing the returning soldier are economic and emotional insecurity, the necessity of alteration of values to conform with the community, disruption of marriage, and counter-claims against the demand for prerogatives from having borne arms.—*L. M. Hanks, Jr.* (Bennington).

1816. **Waite, J. B. The prevention of repeated crime.** Ann Arbor: University of Michigan Press, 1943. Pp. xi + 221. $3.00.—This book reviews crime prevention activities as they influence known criminals. Six chapters are devoted to the following topics: theories of treatment, the failure of current treatment to prevent repeated crime, changing

theories of proper treatment, legislative authorization for nonpunitive treatment, the actual utilization of nonpunitive methods, and a conclusion in which the author evaluates existing methods in terms of theories of treatment. An extensive appendix summarizes the significant steps of criminal procedure found in various states.—*L. M. Hanks, Jr.* (Bennington).

1817. **Webb, M. L. Delinquency in the making; patterns in the development of girl sex delinquency in the city of Seattle, with recommendations for a community preventive program.** *J. soc. Hyg.*, 1943, 29, 502–510.—The pattern emerging from an analysis of 40 juvenile court cases begins with dissatisfaction or shame concerning the home, leading to open rebellion and to truancy due more often to rejection by schoolmates than to low IQ. Delinquent habits are learned during extended truancy: first, intrinsically harmless daytime trips downtown, always with another maladjusted girl, attending movies or wandering around; later, all-night lunchrooms, theaters, and dance halls, where they are willing followers rather than initiators; eventually, drinking and cheap hotels. In addition to the usual recommendations, Webb particularly stresses a concerted program aimed at encouraging democracy in the schools, beginning with abolition of high school sororities; also, efforts should be made to prevent mothers of children under 15 from holding more than part-time positions outside the home.—*M. E. Morse* (Baltimore, Md.).

[See also abstracts 1700, 1751, 1758, 1805, 1927.]

INDUSTRIAL AND PERSONNEL PROBLEMS

1818. **Allgaier, E. Predicting traffic death rates.** *Traffic Engng*, 1944, 14, 70–73.—A study was made to examine the relationship of 16 different factors to the traffic death rate and to the pedestrian death rate for various states. Intercorrelations were also obtained between the factors. Five of these were found to have predictive value, i.e., gas consumption per capita, increase in gas consumption, percentage of highway mileage surfaced, population increase, and vehicles per capita. Individual validity correlations for these items ran from .28 to .62. A multiple regression line was determined and a plot of predicted versus actual rates gave a very respectable linear relationship. The multiple correlation coefficient is not given. A similar analysis was made of pedestrian death rates and the following factors were found predictive: population increase, proportion of population urban, and income per capita. It is suggested that these relationships will allow better evaluation of safety programs in different states.—*T. W. Forbes* (Psycho-Acoustic Laboratory, Harvard).

1819. **[Anon.] Ventilation and heating; lighting and seeing.** *Condit. industr. Hlth Effic.*, 1943, No. 1. Pp. 20.

1820. **Antrim, D. K. Music in industry.** *Music. Quart.*, 1943, 29, 275–290.—A review is given of recent British and American studies.—*P. R. Farnsworth* (Stanford).

1821. **Aspley, J. C., & Whitmore, E. [Eds.] Industrial relations handbook.** Chicago: Dartnell Press, 1943. Pp. 1055. $7.50.

1822. **Barnes, R. M. Sorting operations.** (Film No. U-793.) Iowa City, Iowa: State University of Iowa, 1941. 130 ft., silent. Rental, $0.75.—This film illustrates studies of two types of ticket sorting. The first task involved one-handed and two-handed sorting of tickets by code number. The two-handed method was slower at the beginning, but after a long period of practice it was faster. The second task consisted of sorting tickets into 10 classifications by unit digits, tens digits, hundreds digits and thousands digits. A table top layout and a depressed bin layout were compared. The depressed bin layout proved to be superior.—*B. Wellman* (Iowa).

1823. **Barnes, R. M. A study of eye and hand movements in inspection work.** (Film No. U-1002.) Iowa City, Iowa: State University of Iowa, 1942. 226 ft., silent. Rental, $1.00.—The purpose of the research was to discover some of the basic facts concerning the action of the eyes of an inspector examining a flat surface. The materials used were cards of 3 sizes, with possible defects in printed 3-letter words in different positions on the cards. The operators were male and female university students. An examination of the practice curves discloses the fact that the operators, when skilled, took very little more time for complicated inspections than for simple inspections. Although the tests were conducted for many hours over more than a month, the limit of perfection was not reached.—*B. Wellman* (Iowa).

1824. **Barnes, R. M. A study of symmetrical and asymmetrical simultaneous hand motions in three planes.** (Film No. U-1003.) Iowa City, Iowa: State University of Iowa, 1942. 218 ft., silent. Rental, $1.00.—The object of the investigation was to determine the time required to move (grasp, transport loaded, release load, and transport empty) small parts from a bin located at various angles to the front of the operator's body, and also in planes of 3 different heights above the work place. Hexagonal nuts were placed in bins having a small tray. A nut was taken from the tray and deposited in a small cup located in front of the operator. One male and one female operator served as subjects. The study was continued until each operator had acquired a high level of skill as shown by the leveling off of the learning curve. The grasp element showed the greatest reduction in time and the most improvement of any element through continued practice. The optimum bin position for all planes was at 90°, in which both hands moved straight ahead of the operator. The task was most easily performed at a plane 4 in. above the table top.—*B. Wellman* (Iowa).

1825. **Barnes, R. M. Miscellaneous research studies.** (Film No. U-1004.) Iowa City, Iowa: State University of Iowa, 1942. 175 ft., silent. Rental, $0.75.—This film is composed of four sections based on various researches: (A) A study of the effect of practice on various motions used in repetitive operations, containing two studies. The first study illustrated is the effect of practice on the time required to perform the therbligs or component

parts of a manual task, that of touching with an electrode a one-inch square copper plate, then carrying the electrode 5 inches and inserting into a hole in a steel bushing, withdrawing from the hole and touching the copper plate. It was found that a decrease in average amount of time to complete the task was not characterized by an equal or proportional reduction in time for each element. The second study was on the effect of practice on various elements used in screwdriver work. (B) The assembly of washers onto pins. (C) Gauging pins and disposing at varying distances. (D) A study of simultaneous symmetrical and asymmetrical hand motions in one plane. This last section illustrates a study similar to that portrayed in Film U-1003 (see 18: 1824).—*B. Wellman* (Iowa).

1826. **Barnes, R. M. Study of two-handed work with variations in weights and transport distances.** (Film No. U-1200.) Iowa City, Iowa: State University of Iowa, 1942. 322 ft., silent. Rental, $1.00.—The operations studied in this film were those of reaching for a cylinder with each hand and positioning the cylinders in disposal holes. The effect of variations in weight and transport distances on efficiency of the operation was studied. There was a steady increase in the time required to perform the task with increase in weight and transport distance. It was more difficult to position and release an object of lighter weight than of heavier weight.—*B. Wellman* (Iowa).

1827. **Barnes, R. M., & Perkins, J. S. Western Electric-Iowa skill study.** (Film No. U-920.) Iowa City, Iowa: State University of Iowa, 1941. 680 ft., silent. Rental, $2.00.—The investigation was directed primarily at the change in therblig time (the work was arbitrarily divided into elements called therbligs) resulting from practice in performing an industrial task. The task was that of feeding parts to a punch press. Six university students served as subjects. The learning curves for the various therbligs showed marked differences in characteristics. The elimination of noticeable fumbles and delays was a greater factor in improving the cycle time than was the increase in speed alone. It was found that the visual pattern used by the subjects changed during the course of the study and that the change was unknown to the subjects.—*B. Wellman* (Iowa).

1828. **Bender, J. F. Emotional adjustment of workers.** *Person. J.*, 1944, 22, 301–307.—Job dissatisfaction is the greatest single cause for labor turnover; it is frequently the result of emotional maladjustments. Since most personnel interviewers are unable to judge a person's temperament and a trial period of employment is usually impractical, the temperament inventory is considered as the most ready means of predicting temperament in selecting employees.—*M. B. Mitchell* (U. S. Naval Reserve).

1829. **Blain, I., & Straker, D. Training operatives for machine shops: a works instructor's handbook.** London: Pitman, 1944. Pp. 35. 2*s*.—[Abstracted review; original not seen.] The manual "summarizes in simple terms the experience gained by the National Institute of Industrial Psychology in dealing with the problem of training in many different industries; the methods advocated have proved in practice to be effective." Account is taken throughout of the psychological aspects of learning.—*A. B. Hunter* (Brown).

1830. **Davis, R. A. Testing in the Army and Navy.** *J. educ. Psychol.*, 1943, 34, 440–446.—The soldier takes simple literacy tests at his Induction Center. At a Reception Center, he is given a General Classification Test, a Mechanical Aptitude Test, and a Radio-Telegraph Operators Aptitude Test. Here also he has a personal interview, in which a specialist collects data on his educational background, interests, and personal qualities. Test scores and other data are entered on each soldier's qualification card, which is kept always up-to-date. In the many specialized training centers, various other tests keep track of further progress. The Navy has specialized training programs sponsored by many universities. Typical specialized training units are the ROTC, Radio School, Pre-flight Training, Japanese Language School, and V-12 Program. For most of these, scores on psychological tests and examinations as well as educational and occupational records are taken into consideration. Both Army and Navy also employ tests of personality and attitude and standardized achievement tests. Psychological testing has been of assistance to the Services, and the present war period, like that of World War I, will give a new impetus to the test movement.—*E. B. Mallory* (Wellesley).

1831. **Elliott, R. M. Occupational and vocational rehabilitation.** *Psychol. Bull.*, 1944, 41, 47–56.—The importance of the problem of occupational and vocational rehabilitation in the return to a normal peacetime economy is discussed. Rehabilitation service is discussed under four major headings: (1) selection and diagnosis of the case, (2) counseling, (3) rehabilitation procedures, and (4) placement. The need for psychologically trained personnel is emphasized, and some suggestions toward the type of professional training required are offered. The problem of veterans' rehabilitation is also discussed.—*S. Ross* (Hunter).

1832. **Fox, J. B., & Scott, J. F. Absenteeism: management's problem.** *Publ. Grad. Sch. Bus. Adm. Harv. Univ.*, 1943, No. 29. Pp. 28.—Absenteeism is studied in terms of the effect of the internal organization of the plant upon the attitudes of the employees. The authors investigated the incidence of absenteeism in three large metal working factories. They discovered wide variations among the three plants, between departments in plants, and between groups of workers. The amount of absenteeism and the direction of the trend appear to be closely related to the ability of management to plan on both the human and technical level. The authors develop a statistical technique for studying types of absenteeism, and a method for predicting its trend in a given department.—*O. Hall* (Brown).

1833. **Giberson, L. G., & others. Industrial aspects of aging personnel.** *Publ. Hlth Rep., Wash.*, 1942, Suppl. No. 168, 22–33.—The assumption that there is a rapid decline after 40 years of age in the quality and quantity of work has been found by the Harvard Fatigue Laboratory to be grossly inconsistent with the evidence, and the

rate of decline in capacities after 45 has been greatly exaggerated. Industrial workers between the years 45–65, although faced with the menopause and retirement crises emotional hurdles, are a normal group of workmen as judged by almost any set of standards.—*J. E. Zerga* (Avion, Inc.).

1834. **Hay, E. N. Proper use of personnel departments.** *Person. J.*, 1944, **22**, 281–288.—A chief executive should know the qualifications for a good personnel man and the work that can be done by a personnel department, so that he can select a capable man with the right training and experience. He must then give him a position of enough prestige to be effective. With the right personnel men and organization, the executive "gets two shots at a problem," one through his functional department (personnel) and one through the line department (engineering, manufacturing, and sales).—*M. B. Mitchell* (U. S. Naval Reserve).

1835. **Holliday, F. The relation between psychological test scores and subsequent proficiency of apprentices in the engineering industry.** *Occup. Psych., Lond.*, 1943, **17**, 168–185.—A battery of 4 mechanical aptitude tests and an intelligence test was administered to 6 groups of apprentices. The agreement between test performance and job proficiency, as rated by the foremen, is studied for a period of 4½ years. It is shown that the proficiency of the apprentices converges toward their test-predicted level, with the passage of time and accumulation of experience. The mechanical aptitude tests become more important than the intelligence test in predicting efficiency after 4½ years, although the intelligence was more effective in predicting efficiency at 18 months.—*G. S. Speer* (Central YMCA College).

1836. **Hoslett, S. Counseling in a quartermaster depot.** *Social Serv. Rev.*, 1943, **17**, 466–471.—A brief description is given of the psychological work performed in exit and grievance interviews with civilian employees. Most of the problems presented are personal ones. The program has served to retain approximately one fourth of the employees who had intended to resign.—*G. S. Speer* (Central YMCA College).

1837. **Jackson, J. H. Factors involved in absenteeism.** *Person. J.*, 1944, **22**, 289–295.—The age group 16–25 showed less absenteeism than either older or younger groups. Racial groups well settled in the community also showed less absenteeism than newer groups. Those coming from neighboring states and those living a few miles away were absent more than those who had always lived in the community or came from too great a distance to go home frequently. Married men with several dependents worked more steadily than single men or married men with no children. On the whole, those who made the most money and those who had been upgraded were more reliable than those who made less money or had been downgraded. Poor work habits, personal maladjustment, dissatisfaction, irresponsibility, outside difficulties, and sickness were found to be immediate causes of absenteeism. Those with few or no previous jobs and those who left previous jobs because of company rather than personal reasons, such as sickness or reasons beyond their control, worked more steadily than the others.—*M. B. Mitchell* (U. S. Naval Reserve).

1838. **Jokl, E. Medical aspects of aviation (speed and acceleration).** New York: Pitman, 1944. Pp. 117. $3.00.

1839. **Kirkpatrick, F. H. The functions and future of personnel research.** *Person. Ser. Amer. Mgmt Ass.*, 1943, No. 74, 32–39.—This summary includes a list of 10 phases of personnel work on which research is now being carried on, and suggests 15 other topics on which co-operative research among members of the same or different industries may conduct research. Such topics as the following merit research: selection and placement, especially in the problems of the temperament requirements, social relations, intelligence levels, skill patterns, appropriate training, and operational requirements of jobs; forms and job titles which may be standardized; training methods; job evaluation; accident-proneness; channels and techniques for co-operative relationship; the workers' thoughts; and the factors that make for work satisfaction. Some phases of the research work being conducted at the RCA are summarized.—*H. Moore* (Stevenson & Kellogg, Toronto).

1840. **Lavos, G. Post-war employment of the deaf.** *Amer. Ann. Deaf*, 1943, **88**, 246–257.—Extensive gains have been made during the war in breaking down objections to the employment of deaf workers. The author discusses the possibility of this attitude being maintained under postwar conditions. The author thinks the deaf employee will be laid off during the change-over period and their re-employment will depend upon: (1) the type of training and skills they have; (2) the establishment of a special division for the deaf in state labor departments; and (3) follow-up programs to insure employer-employee satisfaction.—*C. V. Hudgins* (Harvard).

1841. **Mass-Observation. Change No. 3. An enquiry into British war production. Part I. People in production.** London: Advertising Service Guild, 1942. Pp. x + 410. 10*s*.—[Abstracted review; original not seen.] The basis of the labor problem in war production resides in the changing and conflicting motives of those engaged in war industry. The fundamental cause of these difficulties goes back to the long history of industrial discontent in Britain and the lack of any real social relationship between the employee and the employer. This report suggests the formation, on a national scale, of general plans for the human relationship side of industry, as well as the purely mechanical and economic sides. Under "welfare" it is suggested that there are many problems that might be remedied with ease, with a resulting removal of much friction and discontent. While the actual slowing of production which comes from these troubles is probably exaggerated, the deleterious effect on civilian morale, expressed as discontent with the rate of production, is great. This report, which analyzes the basis of trouble, also suggests possible methods of remedying it.—*M. E. Holen* (Brown).

1842. **Mundel, M. E. A study of simultaneous symmetrical hand motions.** (Film No. U-676.) Iowa City, Iowa: State University of Iowa, 1939.

104 ft., silent. Rental, $0.75.—This film illustrates the effect of the angle which the motion paths of the operator's hands make with the plane of the front of the worker's body upon the efficiency with which the worker moves his hands away from and towards his body in a simultaneous, symmetrical fashion. Two types of motion were studied: Part 1, where only the terminal points of the motions were fixed by the workplace, the operator directing his hands between them along a convenient path (as in reaching across for material); and Part 2, where both terminal points and the paths between them were fixed by the workplace (as in moving levers on machines). The conclusions from the research suggest that simultaneous symmetrical motions of the hands where both the terminal points and the paths of the hands are fixed by the workplace are distinctly different from motions where the operator must direct his hands towards a fixed terminal point.—*B. Wellman* (Iowa).

1843. **Rodger, A. Occupational psychologists and the assessment of temperament.** *Occup. Psych., Lond.*, 1943, **17**, 194–203.—Psychiatrists and occupational psychologists should co-operate much more closely than they do. A plan is suggested for the development of teams which would effect such co-operation.—*G. S. Speer* (Central YMCA College).

1844. **Rohrer, P. L. Upgrading and deskilling.** *Person. J.*, 1944, **22**, 296–300.—It has frequently been found that men with needed skills are working right in the plant on jobs of lower skills. By testing and careful selection for upgrading, scrap can be practically eliminated on highly skilled jobs. In converting from one industry to another, jobs have to be broken down so that less skill is required of any given man. In order to get action, it is necessary for the personnel man to work with the top executive. He may prepare a report of the employees' abilities for the executive in terms of a color code for use in reshuffling and relocating men.—*M. B. Mitchell* (U. S. Naval Reserve).

1845. **Roslow, S. Measuring the radio audience by the personal interview roster method.** *J. appl. Psychol.*, 1943, **27**, 526–534.—Three methods of measuring the radio audience (telephone recall, telephone coincidental, and radio meter record) are described briefly and their advantages and disadvantages considered. The usefulness of the personal interview roster method is presented at somewhat greater length. This method consists of discovering by interview at what times during the preceding few hours the radio was on and then presenting the listener a roster of the programs for those times and asking him questions concerning the programs. Comparisons are presented of results obtained by this method and by personal coincidental interviews. The relative advantage of the roster method in time and cost is noted.—*G. R. Thornton* (Purdue).

1846. **Seymour, A. H. Suggestions for management selection and training.** *Occup. Psych., Lond.*, 1943, **17**, 186–193.—Psychological problems in the selection and training of individuals for management are: job description, job specification, revised job analysis, revised job specification, selection, training, and follow-up.—*G. S. Speer* (Central YMCA College).

1847. **Trudeau, A. G. Tell them "why."** *Milit. Rev., Ft Leavenworth*, 1944, **23**, 37–38.—There are a few simple rules which the commanders of any echelon should follow if the esprit de corps of his group is to be high. The prerequisite for application of these rules is complete technical knowledge and the capacity to impart this to the men. The first rule is to know human nature as well as the job to be done; the second is to guide and educate subordinates to maintain highest personal standards, use common sense, and care for their men; the third is to accent details and be exacting in all requirements; and the fourth rule is always to brief and orient all subordinates—always tell them why, how, and what for, within limits of security. The echelon commander should insist on at least one period each week to tell the men why they are fighting and what they will have to face.—*R. L. Solomon* (Brown).

1848. **Voelker, C. H. Speech training for the Armed Forces.** *J. appl. Psychol.*, 1943, **27**, 520–525.—An individual speech examination, covering several aspects of speaking ability, was given to 255 R.O.T.C. cadet officers. No severe speech defects were found; the subjects fell in a normal distribution on each of the speech habits. The mean rating of the 255 cadet officers showed that they were average in basic speech habits with the exception of pronunciation, which was slightly above average. "If speech has any relation to achievement in military science and ability in giving commands this study has given no indication of it."—*G. R. Thornton* (Purdue).

1849. **Weitzman, E., & Bedell, R. C. The Central Examining Board for the training of Naval air cadets.** *Psychol. Bull.*, 1944, **41**, 57–59.—A description is given of the methods of evaluating the achievement and advancement of Naval aviation cadets in various ground school courses.—*S. Ross* (Hunter).

1850. **Wells, F. L., & Seidenfeld, M. A. Psychology—in the war and after. (VI).** *Jr Coll. J.*, 1944, **14**, 265–268.—The selection of officer candidates through a short test of physical fitness, brief personality interview, and determination of the masculinity of the body build is described by Wells. Seidenfeld discusses the problems of the Special Training Units in the training of handicapped military personnel, and the goals of this program.—*G. S. Speer* (Central YMCA College).

[See also abstracts 1583, 1655, 1682, 1692, 1711, 1715, 1719, 1721, 1743, 1761, 1776, 1815, 1864, 1876, 1877, 1881, 1905, 1908, 1911, 1913, 1923.]

EDUCATIONAL PSYCHOLOGY

(incl. Vocational Guidance)

1851. **Anderson, H. [Ed.] Teaching critical thinking in the social studies.** *Yearb. nat. Coun. soc. Stud.*, 1942, **13**. Pp. 175.

1852. **[Anon.] High-school methods with slow learners.** *Nat. Educ. Ass. Res. Bull.*, 1943, **21**, 59–87.—This supplement to a previous summary of methods for superior learners (see 16: 2425) is based upon questionnaires returned by many school principals and a few more detailed reports from

selected schools. The extension of the school system to lower levels of intelligence has made necessary a drastic revision of educational practice in order to avoid the disastrous effect of repeated failure or excessive pressure upon these slow groups. Excellent ways of meeting this problem, as outlined below, can be found in the reports both of actual practice and of desirable policies advocated by educational administrators: (1) diagnosis of mental backwardness by group intelligence tests, supplemented by school grades, achievement records, etc., (2) grouping children according to a more limited range of mental age than is usually practiced, (3) providing special teachers with better educational records, more teaching experience, and greater insight, (4) giving more instruction in concrete or mechanical subjects, in which the backward are less deficient, (5) teaching the few necessary academic subjects in a more practical or simpler level, (6) correction of all physical handicaps to allow the slower mental abilities to function at their maximum, and (7) skilled guidance of slow pupils in participation in social life with average and superior children. —*L. Adams* (Barnard).

1853. **Barrett, K. Organization and administration of the audiometric service in the Chicago public schools.** *Ann. Otol. etc., St Louis*, 1943, **52**, 919–923. —Abstract and discussion.

1854. **Barry, R. F. Some notes on the use of optional test items.** *J. educ. Psychol.*, 1943, **34**, 503–508.—An investigation based on the analysis of every tenth paper from 2,041 social studies examinations in grade IX shows that optional questions are not suitable at this level. When, for instance, pupils were asked to locate 11 out of 15 places on a map or to indicate whether 5 of 6 items were true or false, only 64% of the total group followed directions accurately. Further difficulties resulted from the fact that different teachers marked the papers on different bases, some counting the expected number of questions in the order attempted, others counting full credit for the expected number right and disregarding wrong answers, and still others crediting the total number of attempts minus errors. There was a tendency to favor poorer pupils in contrast with the better ones, thus reducing the intended discriminatory value of the examination.—*E. B. Mallory* (Wellesley).

1855. **Bathurst, E. G. Phonograph records as an aid to learning.** *J. educ. Psychol.*, 1943, **34**, 385–406. —Under the New York State Education Department a project was designed to produce phonograph records for use as teaching aids in rural schools. This undertaking was carried out with the cooperation of numerous other agencies. The records fell into three groups, as supplementary to the study of Environment, English, and Regional Studies. One hundred copies of each of 38 records were distributed widely in rural schools, and their value reported upon by the teachers. A report and description of this experiment is found in *Phonograph records as an aid to learning; handbook for teachers*, published by the New York State Education Department.—*E. B. Mallory* (Wellesley).

1856. **Betts, E. A. Discovering specific reading needs.** State College, Pa.: Reading Clinic, Pennsylvania State College, 1943. Pp. 48. $0.50.—This article "summarizes certain considerations basic to an adequate appraisal of the reading facet of language, outlines some of the limitations and uses of standardized appraisal devices, and describes materials and procedures employed for making an informal reading inventory." The author notes, as advantages of the informal appraisal, low cost, directness and speed of the analysis, validity due to such an appraisal's being based on actual reading progress, convenience for either group or individual use, and the value resulting from the pupil's increased awareness of his own personal reading problems. There is a bibliography of 43 titles in the field of reading disability and remedial techniques.—*E. B. Mallory* (Wellesley).

1857. **Betts, E. A. Factors in readiness for reading.** *Educ. Adm. Supervis.*, 1943, **29**, 199–230.—Reading is a complex process, and the interrelated factors which determine reading readiness should all be considered. Such factors include preschool experience, social adjustment, interests and attitudes, chronological age, mental maturity, memory span, background of information, home background, language facility, sensory efficiency, motor control, and general health. Instruction should be differentiated for individuals who differ in capabilities, interests, and needs.—*E. B. Mallory* (Wellesley).

1858. **Boardman, C. W. Findings from selected studies on early admission to college.** *Sch. Rev.*, 1943, **51**, 460–470.—See *Educ. Abstr.* **9**: 66.

1859. **Broadley, M. E. Square pegs in square holes.** Garden City, N. Y.: Doubleday, 1943. Pp. 211. $2.50.—The value of scientific aptitude tests in vocational guidance, as a means of determining our inborn talents and helping to fit the square peg to the square hole, is discussed, using the findings of the Human Engineering Laboratory.—(Courtesy *Publishers' Weekly*).

1860. **Brueckner, L. J. Improving mathematical abilities of pre-induction groups.** *Bull. nat. Ass. sec. Sch. Prin.*, 1943, **27**, 33–48.—See *Educ. Abstr.* **9**: 241.

1861. **Burt, C. An inquiry into public opinion regarding educational reforms. I.** *Occup. Psych., Lond.*, 1943, **17**, 157–167.—Largely as an experimental technique, a 200-item questionnaire regarding educational reforms was sent to educational experts and psychologists in the chief professional groups. The responses are compared in terms of sex, type of teaching experience, urban and rural, and other breakdowns. The results as a whole are compared with the opinions expressed earlier by the general public in a much larger survey. Although there are some distinct differences within the expert group, the general trend is toward a very high agreement. On nontechnical matters the opinions of the ordinary public are similar to those of the experts. There is a greater variation in the opinions of the public than in the opinions of experts, so that it is necessary to draw a much larger sampling of the former group in order to obtain a stable response.—*G. S. Speer* (Central YMCA College).

1862. **Burton, M. The hearing and reading comprehension of vocabulary among high-school seniors.** *Sch. Rev.*, 1944, **52**, 47–50.—Responses of 175 twelfth-

grade pupils to two forms of the O'Rourke Survey Test of Vocabulary, one presented orally and the other as a measure of reading comprehension, are reported. For the group as a whole, the mean score of reading comprehension is reliably superior to that for hearing comprehension. This is further verified in the case of the two sex groups. The boys are superior to girls in both modes of comprehension, although the differences are not statistically significant.—*R. C. Strassburger* (St. Joseph's College for Women).

1863. **Carhart, R. Hearing deficiencies and speech problems.** *J. Speech Disorders*, 1943, **8**, 247–254.—The professional fields of speech correction and education of the deaf have undergone independent development. The two groups have approached the common problem of speech defects associated with hearing loss in dissimilar ways. The author believes that progressive insight into this problem may be obtained by: (1) discovering the factors controlling auditory discrimination for speech sounds; (2) determining hearing deficiencies associated with speech defects; and (3) analyzing speech characteristics of individuals with marked hearing losses. The experimental contributions to these three topics are reviewed and discussed.—*C. V. Hudgins* (Harvard).

1864. **Chapman, P. W. Occupational guidance.** (2d ed.) Atlanta: Turner E. Smith, 1943. Pp. 652. $1.76.

1865. **Copp, T. The physically disabled and the war effort.** *Social Serv. Rev.*, 1943, **17**, 320–327.—Problems in the vocational and physical rehabilitation of physically disabled persons are described.—*G. S. Speer* (Central YMCA College).

1866. **Cromwell, R. F. The place of tests in guidance.** *Sch. Exec.*, 1943, **63**, No. 2, 40–41.—Part scores of diagnostic tests should be recorded as well as total scores. The value of tests is small unless the results are used for guidance of the pupil. Nine possible uses in guidance are indicated.—*G. S. Speer* (Central YMCA College).

1867. **Curtis, E. L. Building toward academic readiness in mentally deficient children.** *Amer. J. ment. Def.*, 1943, **48**, 183–187.—"The purpose of this paper is to describe how language skills are taught through verbalization of experiences and through training of thinking habits in the prolonged pre-academic program at the Wayne County Training School." The children taking part in this program range from 7 to 12 years in life age and from 5 to 8 years in mental age. Colorful pictures, attractive furnishings, interesting playthings, excursions, everyday occurrences, and a story hour are utilized for giving the child something to say and for developing skill in expression. "This guided group conversation, especially necessary to offset the unavoidable regimentation in an institution and to make up for previous environmental deprivation, is interwoven with games and activities designed to develop contributing mental functions, such as reasoning, quantitative thinking, auditory and visual memory and discrimination."—*S. Whiteside* (Cincinnati Public Schools).

1868. **Etz, E. Pre-academic activities to challenge the mentally deficient child from five to eight years of mental age.** *Amer. J. ment. Def.*, 1943, **48**, 179–182.—In describing the activities unit of the prolonged preacademic program for the youngest boys at the Wayne County Training School, Northville, Michigan, the writer states: "It offers experiences in a rich and attractive environment where the children have opportunities to work together in a socializing situation and where they have the experience and satisfaction of creating and constructing." The organization of the program, the materials used, and the results obtained are outlined.—*S. Whiteside* (Cincinnati Public Schools).

1869. **Finch, F. H. Are high-school pupils of the present day inferior to those of an earlier period?** *Sch. Rev.*, 1944, **52**, 84–91.—The assumption of a decline in mental ability of the high-school population accompanying the expanding enrollment is tested in this comparative study of Miller Mental Ability Test scores of April, 1923, and April, 1942. The same test form was used, and conditions paralleling the original testing prevailed on the latter occasion. The groups of 651 and 1,321 pupils, who were compared, represented a high-school enrollment which has more than doubled in the two decade period. The average score of the 1942 sample exceeds that of the 1923 group by 4.5 points, with the greatest difference in the lower portions of the distributions. When the lower average age of the recent group is considered, an average superiority of 9 months in mental age is found. Possible explanations for the gains noted are the erroneous nature of the belief that earlier high-school pupils represented a select group, and the facilitating effect of an environment especially favorable to the development of verbal ability. This study would appear to demonstrate the increased effectiveness of the schools and to suggest need for improvements in the secondary school to provide for the varied interests and needs of all youths.—*R. C. Strassburger* (St. Joseph's College for Women).

1870. **Gardner, W. H. History and present status of the education of the hard of hearing.** *J. Speech Disorders*, 1943, **8**, 227–236.—This paper traces the history and development of the education of the hard of hearing from the early interest and contributions of Alexander Graham Bell to the present. The development of methods of teaching lip reading in America, the formation of Leagues for the Hard of Hearing, and the organization of the American Society for the Hard of Hearing, all of which have contributed to the education and general social welfare of the hard of hearing, are traced. Research on hearing and speech has been gradually increased, reaching a peak of acceleration during the past decade. The development of hearing aids, their general distribution among the hard of hearing, and their wide utilization in schools for the deaf have contributed to education, speech rehabilitation, and lip reading.—*C. V. Hudgins* (Harvard).

1871. **Geisel, J. B. Cues to positive and negative behavior.** *Sch. Rev.*, 1944, **52**, 41–46.—Although it is generally agreed that the positive approach is more effective in dealing with pupils than a negative one, teachers are not usually familiar with the specific techniques whereby a positive attitude in one's personal and social relationships can be de-

veloped. Concrete examples of positive and negative responses, chosen from classroom experience, are given in the following areas of teacher-pupil interaction: showing interest, agreeing, making balanced criticism, approving, showing affection, protecting, praising, understanding, and forgiving.—*R. C. Strassburger* (St. Joseph's College for Women).

1872. **Glicksberg, C. I. Vocabulary and intelligence.** *Etc. Rev. gen. Semant.*, 1943–1944, **1**, 92–98.—Although vocabulary and general intelligence are positively related, there is no reason to believe that mere mechanical addition to vocabulary increases intelligence. Vocabulary addition should be based on life experienced at the present, not on artificial vocabulary expansion on the basis of what the teacher believes the child's future needs are going to be.—*R. B. Ammons* (San Diego).

1873. **Gray, W. S. Selected references on teacher education.** *Elem. Sch. J.*, 1943, **44**, 237–243.—Sixty annotated references are listed, emphasis being on four types of material: (1) objective analyses and statistical studies of important aspects of teacher education, (2) comprehensive bulletin and yearbook reports, (3) preliminary analyses of significant issues, and (4) reasonably accessible materials.—*S. S. Sargent* (Barnard).

1874. **Greenleaf, W. J. Guidance books, 1942–43,** *U. S. Off. Educ.*, 1943, No. 3059. Pp. 13.

1875. **Gulliksen, H. A course in the theory of mental tests.** *Psychometrika*, 1943, **8**, 223–245.—An outline for a course in test theory is presented, together with a list of assignments, problems, and a bibliography. The course has been given in the Psychology Department of the University of Chicago. The material is presented in outline form at the present time because of the increased need for training in test theory due to the increase in the use of psychological tests for classification of military personnel, and because much of the material in such a course must be selected from a wide array of articles in the literature. This material is presented in order that an organized body of material for instructional purposes may be readily available to those interested.—(Courtesy *Psychometrika*).

1876. **Hadley, J. M. The relation of personal data to achievement in a Radio Training School.** *Psychol. Bull.*, 1944, **41**, 60–63.—Tests were made on 275 sailors and 345 marines at a Naval Radio Training School from March to August, 1942, in order to investigate the relationship between achievement and other individual differences not directly measurable by tests. The writer was concerned with three major factors: (1) previous radio experience, (2) college training, and (3) age. The groups were compared in terms of mental ability, mathematics ability, information test (electricity), technical information in mathematics, technical information in electricity, interest questionnaire, mathematics achievement, electricity achievement, laboratory achievement, and average achievement. The results showed that there would be fewer instances of failure if selections for this type of training were made on the basis of tests of mathematical and electrical knowledge. Other factors seemed to be of secondary importance. Experience, college training, and the desire to study radio were advantageous.—*S. Ross* (Hunter).

1877. **Hay, E. N. Predicting success in machine bookkeeping.** *J. appl. Psychol.*, 1943, **27**, 483–493.—Twenty-five tests were administered to bookkeepers already on the job. Using as the criterion a measure of speed of posting, each test was correlated with the criterion. Several test batteries were selected by means of multiple correlation with the criterion. "Two of these batteries have been used for nearly five years with excellent results." One battery consisted of the Alpha Number Series, the Fryer Name Finding, and the Minnesota Numbers tests. This battery correlated .70 with the criterion and correctly predicted 91% of the better operators and 72% of the poorer ones. Reliabilities are given for several of the tests.—*G. R. Thornton* (Purdue).

1878. **Heider, F. Reports of Clarence W. Barron Research Department, Psychological Division.** *A. R. Clarke Sch. Deaf*, 1943, **76**, 19–21.—(1) It has been demonstrated that the more hearing a partially-deaf child has, the better his lip reading ability. This implies that "the training of residual hearing is an important way of improving lip reading." (2) An investigation revealed "that the lip reading ability of persons not trained in lip reading is related to characteristics of personality." (3) Studies of preschool play groups indicated that among hearing children there was greater domination of one child by another than among the deaf, and that the play of the hearing was more definitely organized within the framework of the game (even though the use of language was not required in the game).—*F. W. Finger* (Virginia).

1879. **Himler, L. E. Common personality problems of teachers.** *Ment. Hyg. Bull., Mich.*, 1943, **3**, No. 5, 1; 8.

1880. **Hutcherson, G. E. Essentials of a vocational guidance service in wartime.** *Bull. nat. Ass. sec. Sch. Prin.*, 1943, **27**, 93–96.—See *Educ. Abstr.* **9**: 59.

1881. **Jager, H. A. Plans for locating emotionally unstable youth: secondary schools to aid Selective Service.** *Occupations*, 1944, **22**, 237–242.—This paper describes the procedures followed by the secondary schools in completing DSS Form 213 for the Cooperative School Report. This form, which contains a rating scale and list of characteristics or difficulties to be checked, is to be completed by five teachers and sent to the Induction Station for the use of the psychiatrists. A pilot study in Maryland showed that 10% of the returns indicated suspicious cases. The author suggests that similar devices may be used after the war as part of the school guidance program.—*G. S. Speer* (Central YMCA College).

1882. **Johnson, C. W. A survey of acoustic training programs and accomplishments in the public residential schools for the deaf.** *Amer. Ann. Deaf*, 1943, **88**, 279–295.—Forty-six schools, representing 72% of all pupils enrolled in schools for the deaf, replied to a questionnaire relative to their acoustic training program for partially deaf pupils. The survey shows the number of hearing aids available, the number of pupils, and the percentage of daily school time spent using them. Comments and

conclusions of the author concerning the data are included.—*C. V. Hudgins* (Harvard).

1883. **Kyte, G. C. A core vocabulary for the primary grades.** *Elem. Sch. J.*, 1943, **44**, 157–166.—One hundred core words were selected from outstanding investigations of primary grade vocabulary. These are presented and discussed, along with spelling errors and writing difficulties. Bibliography of 23 titles.—*S. S. Sargent* (Barnard).

1884. **Leitch, A. The development of mental measurements in American colleges and universities.** *J. educ. Psychol.*, 1943, **34**, 407–419.—The author summarizes the history of the development of mental tests from Binet's time to the present and notes specifically, with brief evaluating comments, the tests now most widely used at the college level as measures of intelligence and mental ability. In the course of the test movement, the trends have been from verbal to nonverbal tests, from individual to group tests, from mental age to point scales, and from the measurement of general intelligence to the measurement of primary mental abilities.—*E. B. Mallory* (Wellesley).

1885. **Little, M. Current opinion, experimentation, and study on handwriting problems.** *Elem. Sch. J.*, 1943, **43**, 607–611.—Literature on handwriting published between 1936 and 1942 is summarized under the headings of movement, manuscript writing, introduction of cursive writing, and readiness. The studies "show an increasing tendency in the teaching of handwriting to develop procedures that harmonize with the child's physical, mental and emotional growth." Bibliography of 28 titles.—*S. S. Sargent* (Barnard).

1886. **MacPhail, A. H., & Bernard, W. Ten years of intelligence testing.** *Educ. psychol. Measmt*, 1943, **3**, 157–165.—This résumé deals with data obtained from the application of the Brown University Psychological Examination to four hospital training schools in Rhode Island over a period of approximately ten years. Some 1,500 cases were involved in the study. Major conclusions derived are: (1) in only two of the four schools were significant differences found between those who ultimately graduated and those who did not, (2) correlations ranging from .42 to .60 were found between intelligence test scores and average preliminary grades, (3) only slight differences were found among the mean test scores for the four schools, (4) those accepted for training were only slightly superior to general high school senior girls in intelligence test scores and very inferior to liberal arts freshman women, and (5) students under 21 years of age at entrance pass, fail, and withdraw in about the same proportion as those 21 years of age and older.—*L. S. Kogan* (Rochester).

1887. **Mason, M. K. A cinematographic technique for testing visual speech comprehension.** *J. Speech Disorders*, 1943, **8**, 271–278.—The paper discusses the need for objective methods of testing lip-reading achievement and describes experiments designed to meet this need. The final form of the test is described in detail. The test, which utilizes the motion picture method of presentation, has a reliability coefficient of .93 based on data obtained from 138 deaf children between the ages of 6 and 12 years.—*C. V. Hudgins* (Harvard).

1888. **McGurk, F. C. J. Comparative test scores of Negro and white school children in Richmond, Va.** *J. educ. Psychol.*, 1943, **34**, 473–484.—The Chicago Non-Verbal Examination, the Myers Mental Measure, and the Otis Self-Administering Test of Mental Ability were administered to a representative tenth of the school population of Richmond. Significant differences were found between white and Negro scores in all three tests at all ages and at all grades. Whatever the cause of white superiority in these tests, the clinical psychologist working with the groups studied should be aware of the differences. Norms are being calculated for use with Negroes, so as to permit classification of an individual in relation to others of his own race, culture, and opportunities. These standards will probably change as the Negro's lot is improved and he absorbs more of the white man's culture.—*E. B. Mallory* (Wellesley).

1889. **Montague, H. Lip reading—a continuing necessity.** *J. Speech Disorders*, 1943, **8**, 257–268.—"Lip reading is a prime necessity for every person with any degree of hearing loss." Hearing aids supplement but never take the place of lip reading. Five current methods of lip-reading instruction are reviewed and critically analyzed by the author, who speaks with some authority, since she relies entirely upon her skill as a lip reader in the conduct of her professional and private affairs.—*C. V. Hudgins* (Harvard).

1890. **Mooney, R. L. Community differences in the problems of high-school students: a survey of five communities by means of a problem check list.** *Educ. psychol. Measmt*, 1943, **3**, 127–142.—The identification of problems which are the peculiar product of given communities is approached by the application in schools of an instrument for recording personal problems of students. The instrument contains a check list of 330 problems common among high-school students, chosen from a pool of 5,000 commonly used phrases obtained from free writing on personal problems. Problems are classified into 11 areas known only to the investigator. Data from five Louisiana communities are discussed together with suggestive hypotheses regarding the bases of prevalent conflicts in one of the communities.—*L. S. Kogan* (Rochester).

1891. **Morgan, C. L., & Steinman, C. C. An evaluation of a testing program in educational psychology.** *J. educ. Psychol.*, 1943, **34**, 495–502.—The Otis Test of Mental Ability, the Iowa Silent Reading Test, Markham's English Vocabulary Test for High-School and College Students, and Morgan's Psychology Vocabulary Test were administered to 160 students who took also 5 achievement tests in an educational psychology course. Various intercorrelations were calculated. The author concludes that, of the measures used, the Otis Test of Mental Ability and the test of Psychology Vocabulary, which gave a multiple correlation of .76 with total achievement scores, are the most practical means of predicting success in educational psychology.—*E. B. Mallory* (Wellesley).

1892. **Mueller, J. H., & Mueller, K. H. Social-economic background and campus success.** *Educ. psychol. Measmt*, 1943, **3**, 143–150.—Based on the classification of 1,625 undergraduate women students at Indiana University into socioeconomic groups according to father's occupation, certain relationships reflecting conditions in the outside world were investigated. Among the more striking inequalities was the disproportionate per cent of professional and especially large business groups represented in sororities, nonvocational curricula, social honors, and extracurricular activities. More adequate supervision of students activities to meet the goals of higher education is prescribed.—*L. S. Kogan* (Rochester).

1893. **Mutterville, C. Custom-made education.** *Sch. Exec.*, 1943, **63**, No. 4, 29–31.—A testing and diagnostic program to locate all exceptional, handicapped, or atypical children is described. The remedial programs for the various types of deviates are discussed.—*G. S. Speer* (Central YMCA College).

1894. **Myklebust, H. R. The use of individual hearing aids in a residential school for the deaf.** *Amer. Ann. Deaf*, 1943, **88**, 270–278.—Twelve pupils wore individual hearing aids over a 9-month period, both in and out of school. The amount of hearing losses without hearing aids ranged from 30 to 90%; with hearing aids these were reduced to 1 to 24%. Tests at the end of the 9-month period showed improvement in speech and increased ability to discriminate speech sounds. Younger pupils showed the greatest progress.—*C. V. Hudgins* (Harvard).

1895. **Nardi, N. Hebrew achievement test.** *Jewish Educ.*, 1943, **16**, 21–27.—See *Child Develpm. Abstr.* **17**: 828.

1896. **Nelson, B. E. A lip reading program for a school.** *Volta Rev.*, 1944, **46**, 5–10.—See *Educ. Abstr.* **9**: 257.

1897. **Newhart, H. Audiometric testing and hearing conservation in the public schools.** *J. Speech Disorders*, 1943, **8**, 237–242.—"The surprisingly high incidence of significant hearing impairments among school children and the great benefit resulting from the early discovery, when followed by prompt corrective care, have been demonstrated in recent years by the mass-testing of the hearing of millions of pupils by modern methods. . . . Early discovery of hearing deficiencies during the school age is the first step in the prevention of avoidable hearing impairment on a comprehensive scale." Programs of conservation of hearing have been delayed by a lack of uniformity of procedures, lack of standardized techniques and criteria, and shortage of trained personnel. The author outlines some of the essential characteristics of such a program and suggests special legislation for its administration and execution.—*C. V. Hudgins* (Harvard).

1898. **Nosso, A. M. An experiment with and for pupils of superior ability.** *Sch. Rev.*, 1944, **52**, 26–32.—As part of a general program designed to realize the fullest potentialities of the 130 pupils of superior ability in the three upper grades of high school, a special plan was evolved for seniors of IQ 130 and over. Emphasizing enrichment, this project provided for individual study in some field of special interest and enlisted the voluntary cooperation of 12 pupils. At the time of this report in October, 1943, the experiment had covered a period of only 4 weeks of school, during which time many adjustments had to be made in view of the novelty of the undertaking. It is believed that some progress should be in evidence by the end of 10 weeks and that the program offers a means of developing a high degree of leadership ability and initiative.—*R. C. Strassburger* (St. Joseph's College for Women).

1899. **Park, G. E., & Burri, C. The effect of eye abnormalities on reading difficulty.** *J. educ. Psychol.*, 1943, **34**, 420–430.—Reading tests and eye examinations were given 225 unselected school children ranging from grade I to VIII inclusive. Dividing the grade equivalent of the reading score by the grade appropriate to each child's mental age gave an index showing the proportion of achievement to expected level of accomplishment. Scores so derived were found to show appreciable correlation with various eye deficiencies and also with the number of eye defects. Exophoria, duction weakness, and poorly fitted glasses show particular relation to reading retardation. There is evidence that disturbance of binocular vision is a major cause of reading disability.—*E. B. Mallory* (Wellesley).

1900. **Poley, I. C. A third aim.** *Engl. J.*, 1943, **32**, 374–379.—In addition to the usually accepted aims, the teaching of English should also include as an aim the development of maturity of personality. Young people need always to feel important, necessary, and individualized. Thirteen criteria of a mature personality are listed, and the role of the English teacher in contributing to personality development is described.—*G. S. Speer* (Central YMCA College).

1901. **Porter, E. H., Jr. The development and evaluation of a measure of counseling interview procedures. Part I. The development.** *Educ. psychol. Measmt*, 1943, **3**, 105–126.—As a first step in evaluating the effectiveness of counseling, this study deals with the identification and quantification of procedures. The instrument evolved consists of a check list of interviewing techniques. Definition of procedures is in terms of types of activity, universality of applicability, non-evaluation of merit. Techniques finally incorporated in the check list were derived from both theoretical and empirical analyses. Two major types of approaches are categorized: the "sponsored approach," where the counselor is an active agent in developing the course of the interview and recommending solutions of difficulties, and the "emergent approach," where the counselor maintains his position as an impartial agent leaving active adjustment to the counselee. The check list proper classifies procedures into four functional areas: (1) defining the interview situation (2) bringing out and developing the problem situation (3) developing the client's insight and understanding, and (4) sponsoring client activity and/or fostering decision-making. Many specific examples of all descriptive terms are included.—*L. S. Kogan* (Rochester).

1902. **Roody, S. I. Developing maturity and literary taste.** *Engl. J.*, 1943, **32**, 547–551.—Preference for the pseudo-realistic type of book is a sign of immaturity, and excessive reading of such material tends to retard the development of maturity. To assist students in evaluating life experiences as well as literature, basic and simple psychological principles should be taught in literature classes. Suggested principles are the nature of fundamental human motives, the nature of adjustment and maladjustment, and the relation of personality to experience. Dull pupils do not profit greatly by such instruction, but brighter students gain remarkably. —*G. S. Speer* (Central YMCA College).

1903. **Rothenberg, J. G. English errors of slow learners.** *Engl. J.*, 1943, **32**, 551–556.—The author describes the more common types of English errors, written and oral, made by mentally retarded adolescents.—*G. S. Speer* (Central YMCA College).

1904. **Shutterly, V. Is the aptitude test a panacea?** *Occupations*, 1944, **20**, 260–262.—Personality, interest, and aptitude test results of 24 eighth-grade pupils are compared with the school records of these pupils. It is concluded that aptitude testing is not worth the time, effort, and money involved.—*G. S. Speer* (Central YMCA College).

1905. **Siegel, H. Army classification in post-war vocational guidance.** *Occupations*, 1944, **22**, 248–250. —The soldier's qualification card will contain a great deal of information which may be profitably used by the counselor in assisting the demobilized soldier to find employment. The kind of information, its possible significance, and the need for additional studies in the Army are discussed.—*G. S. Speer* (Central YMCA College).

1906. **Sones, W. W. D. Comics in the classroom.** *Sch. Exec.*, 1943, **63**, No. 2, 31–32; 82.—Since people "read what they are interested in, and reading matter is best understood if it has a setting in the pictured situation," the schools should make greater use of the comic book. The author describes 25 ways of using the comics for the retarded, nonacademic, unsocial, or disinterested pupil.—*G. S. Speer* (Central YMCA College).

1907. **Spache, G. Case studies in binocular reading.** *Amer. J. Orthopsychiat.*, 1943, **13**, 723–727. —Several case studies are presented in order to demonstrate the use of the Binocular Reading Test in reading diagnosis. Cases are selected illustrating various types of responses to the test and serve as examples of its interpretation.—*R. E. Perl* (New York City).

1908. **Tibbitts, F. L. Vocational guidance and the 1940 census.** *Occupations*, 1944, **22**, 252–257.— The occupational data from the 1940 census have been grouped in functional areas and compared with data from previous census reports. The stability of occupational groups and major trends in occupations are presented, based on data of the last four decades. The author projects the figures, predicting the proportion of the employed population which may be expected in each group.—*G. S. Speer* (Central YMCA College).

1909. **Tinker, M. A., & Paterson, D. G. Eye-movements in reading black print on white background and red print on dark green background.** *Amer. J. Psychol.*, 1944, **57**, 93–94.—A maximal brightness contrast between print and background is most effective for speed of reading. The present study undertook to ascertain the differences in eye-movement patterns which underlie this result. The eye-movements of 10 students reading black on white (maximal contrast) and of 10 reading red on dark green (minimal contrast) were photographed. Analysis of the pictures showed that the latter situation reduces the span of perception and increases the number of fixations and regressions; the retardation is 42.6%. The difficulty in reading red on green appears due to the poor visibility of the printed characters.—*D. E. Johannsen* (Skidmore).

1910. **Townsend, A. The use of results from the Junior Scholastic Aptitude Test.** *Educ. Rec. Bull.*, 1944, No. 39, 34–39.—The reliability of the Junior Scholastic Aptitude Test is high enough to warrant its use in individual diagnosis and guidance. The corrected coefficient for odd-even items of Form F, as used in grade VIII, was .94 for both verbal and numerical totals. Correlation between pairs of different forms ranged between .83 and .91 for verbal totals, and between .77 and .85 for numerical totals. Validity is evidenced by a correlation of .73 between the verbal total score and the American Council on Education Psychological Examination L score, and of .64 between the numerical total score and the Q score of the latter test. High correlations obtain also between the J. S. A. test and the Cooperative tests of achievement. It is suggested that an all-over score for ability, derived by averaging of verbal and numerical totals, would be useful. Such a score should be interpreted by means of percentile norms.—*E. B. Mallory* (Wellesley).

1911. **Traxler, A. E. The Victory Corps Aeronautics Aptitude Test: some correlation data.** *Educ. Rec. Bull.*, 1944, No. **39**, 40–45.—The reliability of the Victory Corps Aeronautics Aptitude is just under .90, which is fairly satisfactory for a test of so heterogeneous a composite of relevant aptitudes, especially since speed is not an important factor. The relatively low reliability of two of the three sections is an argument for use of the total score, rather than for diagnostic use of partial scores. Correlation between this test and the ACE is close to .70. Low positive correlations are found with achievement scores in mathematics, and higher correlations with achievement in science. The Victory Corps test can be used to advantage in placement of students in preflight aeronautics courses, but schools which already have an annual program of testing in scholastic aptitude and achievement would probably find that the test results duplicate data already available from these other sources.—*E. B. Mallory* (Wellesley).

1912. **Traxler, A. E. A note on the reliability of the revised Kuder Preference Record.** *J. appl. Psychol.*, 1943, **27**, 510–511.—The revised Kuder Preference Record (see **16: 3785**) was administered twice to 41 students in a graduate class, with an interval of three days between administrations. The obtained coefficients of reliability range from .93 to .98.—*G. R. Thornton* (Purdue).

1913. **Triggs, F. O. Selection and guidance of students.** *Trained Nurse*, 1943, 111, 263.

1914. **Tuckman, J. The correlations between "mechanical aptitude" and "mechanical comprehension" scores: further observations.** *Occupations*, 1944, 22, 244–245.—There is little community between the Revised Minnesota Paper Form Board and the O'Rourke Mechanical Aptitude Tests. Test batteries need to include a variety of valid measures.—*G. S. Speer* (Central YMCA College).

1915. **Wallin, J. E. W. Delaware cares for its handicapped.** *Sch. Exec.*, 1943, 63, No. 3, 46–47.—The author describes the educational program for mentally handicapped children in Delaware.—*G. S. Speer* (Central YMCA College).

1916. **Whitaker, B. L. Speech-reading; a selected bibliography.** *J. Speech Disorders*, 1943, 8, 269–270.—The list contains 43 titles dealing with various aspects of lip reading.—*C. V. Hudgins* (Harvard).

1917. **Whitted, D. J., & Carpenter, H. M. Reading they've liked.** *Engl. J.*, 1943, 32, 440–444.—A study of 1,200 reports on books read, obtained from 175 retarded pupils in metropolitan, urban, and rural areas, reveals four important criteria in their selection of fiction. Fiction must contain: (1) familiar concepts, such as common names, and simple vocabulary; (2) simple narrative, as complete short episodes, or few important characters; (3) continuous action; and (4) attractive physical made-up, such as large print or frequent pictures. —*G. S. Speer* (Central YMCA College).

1918. **Wood, B. D. [Dir.] 1943 fall testing program in independent schools: summary of test results.** *Educ. Rec. Bull.*, 1944, No. 39, 1–33.—"The tests used in the fall 1943 testing program of the Educational Records Bureau were the American Council Psychological Examination, 1943 College Freshman Edition, Grades IX–XII; the Kuhlmann-Anderson Intelligence Test, Fifth Edition, Grades I–VIII; the Secondary Education Board Junior Scholastic Aptitude Test, Form DR, Grades VII–IX; the Iowa Silent Reading Test, Advanced Form Bm, Grades IX–XII; the Traxler Silent Reading Test, Form 4, Grades VI–VIII; the Sangren-Woody Reading Test, Form A, Grades IV–V; the Haggerty Reading Examination, Sigma 1, Grades II–III; the Stanford Achievement Test, Form F, Grades II–VIII; the Lincoln Diagnostic Spelling Test, Form 3, Grades VIII–XII; the Victory Corps Aeronautics Aptitude Test, Grades X–XII." 168 schools participated and 49,529 test blanks were used. The distributions of the scores on the various tests and the medians, quartiles, and ranges of the scores are summarized in a series of 23 tables.—*E. B. Mallory* (Wellesley).

1919. **Woodruff, L., & Mull, H. K. The relation of home adjustment to social adjustment in northern and in southern college students.** *Amer. J. Psychol.*, 1944, 57, 86.—The Bell Adjustment Inventory was given to 31 northern and 31 southern freshmen students at Sweet Briar College. The r between home and social adjustment scores for the southerners was $+.34 \pm .11$; for the northerners, $+.16 \pm .12$. The explanation of the southerners' higher r is found in the cultural traditions of the South.—*D. E. Johannsen* (Skidmore).

[See also abstracts 1586, 1597, 1606, 1760, 1794, 1830, 1831, 1835, 1849, 1920, 1924.]

MENTAL TESTS

1920. **[Anon.] Some independent-school distributions and percentiles for intelligence quotients on the Terman-Merrill revision of the Stanford-Binet scale.** *Educ. Rec. Bull.*, 1944, No. 39, 46–48.—Tables showing distribution of Terman-Merrill scores for 1,244 independent-school pupils are presented, as contributed by P. Sharp of Hartford, Conn. The median, 124.8, is 4.4 higher than the median of 1,900 such pupils on the Kuhlmann-Anderson test. The table of percentile norms is recommended as a reference for all independent schools.—*E. B. Mallory* (Wellesley).

1921. **Hamlin, R. The role of intelligence in manipulative tests.** *Amer. J. ment. Def.*, 1943, 48, 162–168.—The author points out that, although the social competence of mental defectives, of near defectives, and of marginal employables is in fields of manipulation rather than of abstract verbal intellect, the so-called performance batteries have never come into their own as tests of intelligence with dull and defective subjects. A distinction is observed between manipulative tests and non-verbal tests, both types being included in most of the better known performance scales. It is suggested that manipulative intelligence tests should exclude all verbal and number tests, all pencil and paper tests, all picture content tests, and all tests meeting the criteria for inclusion in the Stanford-Binet revisions. Suggestions are offered for a form-board series involving three principles in various combinations.—*S. Whiteside* (Cincinnati Public Schools).

1922. **Jaspen, N. A note on the age-placement of Binet tests.** *Psychol. Bull.*, 1944, 41, 41–42.—The writer discusses the use of the 50% criterion for allocating Binet tests to their proper age level. Under no circumstances, short of perfect correlation between the various tests, could the 50% criterion possibly work. As long as there is more than one test at an age level and the contribution of each test is less than a full year, the 50% criterion will not work. An analysis of the controversy is presented.—*S. Ross* (Hunter).

1923. **Lewinski, R. J. Experiences with the Herring Revision of the Binet-Simon Tests in the examination of subnormal naval recruits.** *Amer. J. ment. Def.*, 1943, 48, 157–161.—Group A of the Herring Revision of the Binet-Simon Tests and the Verbal Scale of the Wechsler-Bellevue were administered to 100 naval recruits referred because of suspected intellectual inferiority. The mean IQ difference between the two scales was 5.29 points. The product moment coefficient of correlation between the two sets of data was $r = + .654 \pm .058$. The mean time required for the Bellevue Scale was 20.26 minutes, while the mean time required for the Herring test was 6.07 minutes. The author points out that the small range of possible points and the inclusion of one test dependent upon reading ability in the Herring make it possible for illiteracy or a

specific psychologic disability to alter the validity of the test. However, the test is recommended for use in examining literate subnormal subjects when conservation of time is essential.—*S. Whiteside* (Cincinnati Public Schools).

1924. **Lorge, I. D. Reliability and continuity of the Thorndike intelligence examinations.** *Sch. & Soc.*, 1944, **59**, 120–123.—Intercorrelations of the total scores of 115 subjects on 5 forms of the Thorndike Intelligence Examination for High School Graduates average .924, while the average intercorrelations for each of the 3 parts of the test are not substantially lower. Correlation with I. E. R. Intelligence Scale CAVD, a pure power test, is estimated at .952. There is no evidence of practice effect for the first 3 test issues administered. It is indicated that the Thorndike Intelligence Examination maintains the continuity of its norms over a period of more than 25 years.—*R. C. Strassburger* (St. Joseph's College for Women).

1925. **Phillips, A. J. Further evidence regarding weighted versus unweighted scoring of examinations.** *Educ. psychol. Measmt*, 1943, **3**, 151–155.—IQ scores and errors of estimate and correlations with other instruments, obtained when the McCall Multi-Mental Scale is scored by an unweighted (right-and-wrong) and a weighted procedure, are reported as practically equivalent. From the standpoint of test construction, administration, and scoring, the advantages of unweighted scoring are apparent.—*L. S. Kogan* (Rochester).

[See also abstracts 1884, 1886.]

CHILDHOOD AND ADOLESCENCE

1926. **Abbate, G. M. Meeting children's emotional disorders at school.** *U. S. Off. Educ. Sch. Child. War Ser.*, 1943, No. 6. Pp. 15.—See *Educ. Abstr.* **9**: 100.

1927. **Andriola, J. Success and failure in the treatment of twenty-five truants at a child guidance clinic.** *Amer. J. Orthopsychiat.*, 1943, **13**, 691–718.—This is a study of 25 cases of truants referred to a child guidance clinic. Seven cases did not return for treatment but the remaining 18 were carried from 7 to 50 months, with the average period of treatment being 21 months. In 15 of these cases treatment failed. The worker's own conflicts were evident as an inhibitor of successful treatment in several cases. Another factor was the lack of proper in-patient hospital facilities where such treatment was indicated. It is suggested that child guidance clinics investigate the possibility of using other tools for treatment, especially child analysis or some modified form of it.—*R. E. Perl* (New York City).

1928. **Anthony, S. Note on the meaning of the word "real" to school-children.** *Bull. Canad. psychol. Ass.*, 1943, **3**, 55–56.—Of 36 children 11–12 years old, 11 defined "real" as "true," 11 as "alive," 3 as "not pretence," and 5 as "not a fake."—*F. W. Finger* (Virginia).

1929. **Barker, R. G., Kounin, J. S., & Wright, H. F. [Eds.] Child behavior and development; a course of representative studies.** New York: McGraw-Hill, 1943. Pp. viii + 652. $4.00.—A poll of 52 members of the Society for Research in Child Development selected experimental investigations of importance in the field. Of these, 35 studies have been reprinted or reported in revised or summarized form by the original authors. The resultant volume aims to provide a "fairly adequate reserve shelf" of foundation material for work in child psychology. The age range of subjects is from fetal life to adolescence, and the topics range through earliest reflexes, mental growth, studies of mental measurement, problems of native versus environmental factors in development, and investigations of personality and social attitudes.—*E. B. Mallory* (Wellesley).

1930. **Beverly, B. I. Effect of war upon the minds of children.** *Amer. J. publ. Hlth*, 1943, **33**, 793–798. —See *Child Develpm. Abstr.* **17**: 679.

1931. **Binder, H. J. Problems of behavior in child guidance.** *J. Okla. med. Ass.*, 1942, **35**, 324–328.—In spite of apparent dissimilarities all behavior problems are expressions of the child's dissatisfaction or unmet needs. What is an irritation to the parent is a source of gratification to the child. Binder discusses the basic factors, physical, intellectual, social and emotional, influencing child behavior. Parents feel less guilty if they can explain behavior on a physical basis, and in fact physical symptoms may be the child's only acceptable release for anxiety or hostility. Special attention is devoted to the psychic trauma produced by hospitalization and physical handicaps, "being different" as a cause of delinquency, and the neurotic parent. The increasing use among the laity of the expression "problem parent" is objectionable, as it gives a sense of failure and guilt and creates a defensive attitude, thereby delaying treatment for the child.—*M. E. Morse* (Baltimore, Md.).

1932. **Bonney, M. E. Personality traits of socially successful and socially unsuccessful children.** *J. educ. Psychol.*, 1943, **34**, 449–472.—A group of 80 children in grade IV at three different schools served as subjects in an investigation to determine the relationships between certain personality traits and social acceptance. Traits of each child were determined by teacher and pupil ratings. Criteria for social acceptance included choice of working companions, designation of friends to receive Christmas presents, number of valentines received, election of club officers, voting for title of best citizen, and listing of best friends and class leaders. Popular, accepted children were found to be characterized by two trait syndromes. One of these comprised traits of positive social aggressiveness, the children being described as enthusiastic, daring, and talkative, etc., while the other, termed the friendly syndrome, included traits which characterized them as happy, friendly, and welcomed. The socially strong child is generally attracted to others who are likewise strong. While the significance of the whole personality is properly emphasized today, a study of descriptive traits is still necessary to discover which ones are of special importance.—*E. B. Mallory* (Wellesley).

1933. **Burlingham, D., & Freud, A.** Young children in war-time. London: Allen & Unwin, 1942. Pp. 81. 1*s.* 6*d.*—[Abstracted review; original not

seen.] This is an account of psychological observations made at Hampstead, a residential war nursery, of the effects on children of bombing and evacuation. The child under 5 years of age was found to be little affected by bombing, provided he was not injured and was in his mother's care, if she showed no signs of panic. Effects of separation were more serious, although the young child might show little sign of them, being unable to verbalize his feelings. Affection was sometimes transferred to the foster parents, teachers, or nurses, with the result that the child might no longer want his parents. It is recommended, therefore, that the child first go to a London residential nursery where he can still see his parents on occasion before being sent to the country. Thus the separation is more gradual, and the shock to the child is less, with less danger of rejection reactions toward his parents.—*M. E. Holen* (Brown).

1934. **Faegre, M. L. The selection and training of volunteers in child care.** *U. S. Child. Bur. Publ.*, 1943, No. 299. Pp. iv + 36.

1935. **Hudgins, C. V. Reports of Clarence W. Barron Research Department, Experimental Phonetics Division.** *A. R. Clarke Sch. Deaf*, 1943, **76**, 23–28.—The speech development of 103 children with hearing loss was followed for 4 to 8 years in the school. Improvement in rate of utterance and in phrasing was found in 75%–80%. Only 37% gained in speech intelligibility, and all but four of these children who improved are to be classed as profoundly deaf.—*F. W. Finger* (Virginia).

1936. **Hurlock, E. B. Modern ways with children.** New York: Whittlesey House, McGraw-Hill, 1943. Pp. ix + 393. $2.75.—This book of advice and guidance for parents presents in nontechnical form a picture of normal child development, with specific suggestions regarding treatment of problems which are likely to arise. The scope is indicated by the topics treated: the importance of childhood, physical growth, eating problems, sleep problems, motor skills, children's speech, childhood emotions, becoming socialized, childhood play, intellectual development, habits good and bad, discipline, the child's domain, what clothes mean to a child, childhood mysteries, and sick personalities. Emphasis is placed on the need for a long-range point of view and on the importance of guidance which is not haphazard but consistent. There is a list of 44 titles for supplementary reading.—*E. B. Mallory* (Wellesley).

1937. **Hutchinson, D. Orphans, fact and fiction.** *Nerv. Child*, 1943, **3**, 48–52.—Traditional attitudes towards and beliefs about orphans are critically considered.—*G. S. Speer* (Central YMCA College).

1938. **Kestenberg, J. S. Separation from parents.** *Nerv. Child*, 1943, **3**, 20–35.—The effect of separation from the parents is considered for the younger and the older child. It is shown that the younger the child at time of separation, the more traumatic are the effects, due primarily to the fact that the reasons for the separation can be clarified for the older child. In almost every case there is some regression, however, to the level of an earlier problem or an earlier satisfaction. Preparation for placement or separation is always necessary.—*G. S. Speer* (Central YMCA College).

1939. **Kugelmass, I. N. The nutritional basis of nervous and mental disorders in children.** *Amer. J. ment. Def.*, 1943, **48**, 142–152.—The effects of nutritional improvement on child mentality in 182 children from 2 to 9 years of age were studied. One group included 41 retarded and 50 normal children malnourished at the time of the first test and well nourished at the time of the second test. The other group included 41 retarded and 50 normal children, well nourished at the time of the first test and still well nourished at the time of the second test. Each group was equated for chronological age, IQ, and interval between Kuhlmann-Binet or Stanford-Binet tests. The data show an average rise in IQ of 10 points for retarded and 18 points for normal children of the first group as contrasted with zero change for the retarded, and a −0.9 change for the normal in the second group, with indications that the younger the malnourished child when nutritional therapy is instituted, the greater the chance of improvement in mental function. The specific effects of deficiencies of dextrose, oxygen, thiamin, nicotinic acid, pyridoxin, potassium, and calcium are described.—*S. Whiteside* (Cincinnati Public Schools).

1940. **Leasure, J. K. Treatment and rehabilitation of the hard of hearing child.** *J. Indiana med. Ass.*, 1943, **36**, 391–393.—Investigations and school surveys, which have followed the advent of the audiometer, call for closer thought upon problems of treatment and rehabilitation of the hard of hearing. "The best treatment . . . is prevention." Methods of treatment for various kinds of hearing loss are discussed. The need for a definite plan of aid for the individual child is stressed, and an outline of general plans for individuals with varying degrees of hearing loss is presented.—*G. R. Thornton* (Purdue).

1941. **Maurer, R. Child care in the Soviet Union.** New York: National Council of American-Soviet Friendship, [n.d.]. Pp. 48. $0.10.—This illustrated pamphlet describes organizations for the care of children in Soviet Russia. There are prenatal clinics, nurseries, kindergartens, and special provisions for war orphans. The schools, mostly constructed within the last 20 years, are manned by teachers trained in modern methods. An effort is made to educate the children for their responsibilities as individuals and as members of their communities. Opportunities for both work and play are provided, and special emphasis is placed on health. Important as these institutions all are, family life is recognized as the foundation of the child's world.—*E. B. Mallory* (Wellesley).

1942. **Pennino, J. A saúde psíquica da criança.** (The mental health of the child.) *Rev. Neurol. Psiquiat. S. Paulo*, 1943, **9**, 95–97.—Educational work broadly consists in the training of biologically and socially useful actions and in the removing of others. The educator should avail himself of psychological techniques and facilities, in the interest of promoting sound development.—*H. D. Spoerl* (American International College).

1943. **Riess, A. An analysis of children's number responses.** *Harv. educ. Rev.*, 1943, **13**, 149–162.—See *Child Develpm. Abstr.*, **17**: 832.

1944. **Roth, E. V. Orthoptics for the infant squinter, one to four years old.** *Amer. J. Ophthal.*, 1944, 27, 57–61.—Testing and treatment of children under four years of age who have strabismus is reviewed, with references to methods of testing acuity in young subjects and an outline of the objectives of the diagnostic series of orthoptic tests.—*D. J. Shaad* (Kansas City, Kans.).

1945. **Sallee, B. A study of the psychiatric approach in the technique of dancing instruction for children.** *Occup. Ther.*, 1943, 22, 24–30.—This is a general discussion of the role of the dancing instructor in establishing and maintaining satisfactory social relationships between his pupils and between the pupils and himself, plus the obtaining of parental co-operation. The dancing instructor should regard dancing as a means of expressing emotional desires and conflicts, as well as a recreative form of exercise and muscular development.—*J. E. Zerga* (War Manpower Commission).

1946. **Sauer, L. W. From infancy through childhood.** New York: Harper, 1942. Pp. 200. $2.00.—While this book treats chiefly of physical care, one chapter on mental health has been included. A final chapter, the adopted child, stresses the value of reliance on an adequate agency equipped to approach the problem of adoption from the medical, sociological, psychological, and legal aspects.—*E. B. Mallory* (Wellesley).

1947. **Seipt, I. S. [Dir.] The outlook for the exceptional child in post-war America.** *Proc. Inst. Child Res. Clin. Woods Schs*, 1943, 9. Pp. 43.—An approach to this problem by educators, psychologists, psychiatrists, parents, and social workers is presented. An analysis (H. B. Bruner) of proposed federal and state legislation for the care of the exceptional is given and the need for and training of specialized personnel stressed. The educational program (F. M. Garver) for the handicapped child and the necessity "to acquaint the child with materials and tools commonly used in industry and to develop muscular coordination that is rapid and accurate in the use of tools . . ." is outlined. Parental education (S. M. Gruenberg) is necessary "if we do really intend that the family is to assume responsibilities that properly belong to it, [and] parents will have to be educated both to understand those responsibilities and to discharge them." The medical approach (E. Liss, G. G. Deaver) is shown to be intimately related with the educational and rehabilitation programs. Attention is given (M. Kenworthy) to the psychiatric aspects of the problem; and the task and need of shaping a preventitive program is discussed. The importance of the skill and personality of personnel in a successful institutional program for the exceptional child is given by C. E. Grave.—*S. B. Sarason* (Southbury Training School).

1948. **Simpson, B. R. 'Creative' activity in children.** *J. educ. Psychol.*, 1943, 34, 431–439.—Creative production involves motivation, activity of the learner on the basis of knowledge previously gained, and evaluation of results in relation to the intended goal. While other forms of learning are often employed, that kind of imitative learning which is not slavish copying, but the utilization of short cuts discovered by others, may also be a part of the creative process. The old-fashioned emphasis on retention alone was bad, but mere spontaniety of effort does not insure a product of value. Unfortunately the term "creative" is sometimes used, especially in describing children's art work, as if it referred to a mystical, unique, inspirational kind of activity outside the realm of psychological laws of learning. Such use of the word is misleading and confusing.—*E. B. Mallory* (Wellesley).

1949. **Smith, J. L. Enuresis in children.** *Arch. Pediat.*, 1943, 60, 622–633.

1950. **Todd, J. Preferences of children for modern and older paintings.** *Elem. Sch. J.*, 1943, 44, 223–231.—A large group of children, aged 10 to 12, could distinguish correctly between 13 older and 13 modern paintings. Judgments are analyzed according to criteria used, subject matter, age and sex differences, and stated reasons for preferences.—*S. S. Sargent* (Barnard).

1951. **Wile, I. S. Who and what are orphans?** *Nerv. Child*, 1943, 3, 8–19.—The author considers assumptions inherent in much of the research and discussion of orphans. It is shown that orphans are not entities in themselves and that they are not a type in any culture. Even the definition of an orphan is difficult to describe, for the usually accepted criteria may occur at any age or may occur psychologically in those who are not normally considered orphans. The problem of the orphan is related to the adopted child, the child of the broken home, the institutionalized child, and the problems of parental relationship for non-orphans.—*G. S. Speer* (Central YMCA College).

1952. **Wright, M. E. The influence of frustration upon the social relations of young children.** *Character & Pers.*, 1943, 12, 111–122.—Eighteen pairs of strong friends and 21 pairs of weak friends of preschool age were subjected to very strong frustrating situations. Results observed included the following: frustration increased the degree of cohesiveness of groups and the time spent in co-operation; strong friends showed more co-operation and more aggressiveness than weak friends; and regression in the level of social maturity and increase in hostility toward the experimenter and in destructive activity during frustration were found.—*M. O. Wilson* (Oklahoma).

[See also abstracts 1581, 1583, 1642, 1643, 1655, 1740, 1752, 1795, 1915.]

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